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B. Copy of Board Resolution Approving the 2003-2004 Annual Report
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E. Copy of Academic Goals and Objectives
F. Copy of Non-Academic Goals and Objectives
G. Copy of Student Progress Report
H. Copy of Admissions Policy and School Application Form(s)
I. Copy of Self-Evaluation and Accountability Plan
J. Copy of any Amendments to the Bylaws of the Board of Trustees
    Adopted During the 2003-2004 School Year
    (If none, state that there were no amendments.)
K. Copy of the School Calendar for the 2004-2005 School Year
L. Copy of Board Resolution Naming the Affirmative Action Officer,
    the Section 504 Officer and the Title IX Coordinator
M . Foundations plan
N. Character and social skills building programs

SCHOOL DESCRIPTION
Oceanside Charter School

Startup and Current Year. Oceanside Charter School commenced implementation in the 1999-2000 school year and just completed its fifth year of operation.

Address. The school is located at 1750 Bacharach Blvd. In Atlantic City, NJ 08401

Facility. The school is located in eight modular units comprised of a larger main building surrounded by seven double-wide satellite trailers.

Number of Students, Grades and Classes. An addendum to the school's charter authorized an increased enrollment of 338 students in 2003-04 in grades Pre K – 8. The enrollment at the beginning of the school year was 309 students. At the end of the year the enrollment was 311 students. There are 2 classes at each grade level except Pre K with one class.

Class Size. Class size is 18 students per class in Pre K – 8th grades.

Planned Expansion. There is no planned expansion for 2004-2005.

District(s) of Residence. The school draws its students from the Atlantic City School District.

Employees. The school employs a lead person, 2 assistant administrators, a technology director, a business administrator, 19 classroom teachers, 2 aides, 2 special education teachers, a nurse, a computer teacher, an art teacher, a physical education teacher, a lead custodian, a food service manager, a cashier, a food worker, a receptionist, 4 tutors and 2 aftercare aides.

Lead Person. The school's lead person is Ms. Jeanine Middleton (Tel. 609-348-3485), (Fax. 609-348-5951), (email. Jmiddleton@oceansidecharter.com).

Board Members. The school's board of trustees is composed of six voting members and four ex-officio members. The ex officio members are the lead person, the business administrator and 2 teacher representatives. Two of the six voting members are parents.

Defining Attributes. The defining attributes of the school are its emphasis on technology, community service and character education.

Community/Organizational Affiliation (if any). The school is not affiliated with any community or organization.

1. EXECUTIVE SUMMARY

Summary of Activities and Accomplishments

Governance: Board of Trustees. Describe major activities and/or outcomes.

As the Board of the Oceanside Charter School looks back over the previous year we do so with satisfaction and a measure pride. We're proud of the continuing strive for excellence by our Lead Administrator and her staff. We're proud of the professionalism and dedication of our faculty, and we're proud of the academic accomplishments and growth of our students.

Similar to any organization concerned about improving its status the board has examined the test scores of students and compared them to analogous institutions. Asked to examine and reflect the reasons for those instances where improvement is or was needed the administrative staff have been fully able to explain various factors be they social, cultural, economic or academic leading to the noted outcomes. The board considers its ability to ask valid questions regarding academic performance and receive consider responses that both acknowledge the shortcomings of staff and administrators but also point out the realities of the student population that they work with to be a major accomplishment. Growth and development come from self examination and the study of how to improve those areas of weakness that are revealed, the Oceanside Charter School has this talent and will continually improve itself as a result.

Management: School Administration. Describe major activities and any changes to increase the effectiveness of the administration of the school.

In the last year we implemented a number a changes in our administrative team to address the needs of the students and the school. We established three new positions, a Curriculum Supervisor and a Reading Coach. The Curriculum Supervisor worked with the Reading Coach to organize our Reading program so that it was insinc with the Core Curriculum Standards, the No Child Left Behind requirements and the needs of the students based on the assessments used at the school. In addition, the Curriculum Supervisor made changes to the math and science programs to make sure that teachers had all the materials and training necessary to make a difference in the classroom. The Reading Coach trained the teachers in the reading program, arranged for training in the CORE program, and modeled the programs for the teachers. She observed teachers and gave support as required.

This was the first year that we had a Program Counselor. Mr. Stewart implemented a Character Education Program, worked with students to address and avoid substance abuse and counseled students who were having difficulty of either an academic or personal nature. He oversaw the Special Education Program and made sure that all IEP's and other records were up to date and appropriate. He visited homes during the day and in the evening in an effort to improve attendance and to encourage a higher degree of parent involvement. He worked closely with the disciplinarian to make sure that discipline was meshed with counseling to avoid ongoing problems.

We hired three individuals as Instructional Support personnel. These people, who were either qualified to become teachers or who were certified teachers worked in the classroom with teachers during reading and with students in small groups during the day to make sure that all students met with success. In addition, special education teachers worked with regular teachers to address the needs of special education children. This effort was made both in the regular classroom and in the special education classroom. The reading and math programs have components that address low achieving students.

In addition to the work done by the Counselor, The Reading Coach and Curriculum Supervisor created a motivational program connected to the Character Education Program. This program encouraged students to become the best they could be, personally and academically, to be members of the Sistas and the Bros. It was amazing to watch students who before were unmotivated, work hard to develop the kind of character needed to become a member. Students begged to be a part of the excitement.

It was recognized that the single, most important ingredient to student success was talented, experienced teachers. Toward ensuring that this ingredient was enhanced, a number of contracts were not renewed and an all out effort was made to recruit and hire experienced, successful teachers for the 2004-2005 school year.

We have tried to tie technology both to regular classroom activities and as a source of support for students who need remediation in math and reading, as well as for those who need a greater challenge.

   Curriculum Development.   <u>Describe</u> the status of the curriculum regarding both its completeness and its alignment with the NJCCCS.

Curriculum Development at Oceanside Charter School has emerged into a *formative process* that involved consistent review of the program designs and their correlation to the New Jersey Core Curriculum Content Standards. The school has been in development of a scope and sequence pacing guide that articulates what is to be taught in every grade level for every subject matter. This pacing caused the curriculum team to take a closer look at the programs in which the school currently uses. Many adjustments had to be made to assure full incorporation of the NJCCCS at every level. Oceanside Charter School's curriculum design has seen a healthy maturation over the 2003-2004 school year due to this formative processing. At the close of this year, the curriculum team is now in a *summative process*, where the school's curriculum design is now being evaluated to better meet NJCCCS and further assist teachers in the consistent delivery of quality instructional that is with fidelity and intentional teaching.

   Delivery of Educational Program.   <u>Describe</u> the status of instruction regarding general education, special education, bilingual and at-risk students. Note any innovative programs.

Oceanside continues to deliver instruction in small class settings to general education students. The New Jersey Core Curriculum Content Standards drive the instruction in all areas. Assessing the needs of students regularly has allowed instruction to be tailored for success. Regular observations and feedback from peers as well as administration has helped teachers refine their craft.

Special Education students are instructed according to their individual education plans. Multiple resources including technology are offered to special education teachers to ensure the needs of their students are met.

Professional Development and Support. Describe the professional development and support provided teachers.

Professional Development at Oceanside Charter School has consistently been driven by the school's mission, goals, and objectives. Throughout the past school year, much of the attention of professional development has been in the areas of reading and mathematics. Due to the goals of the NCLB, Oceanside Charter School has taken a front seat approach to assuring that all students read by the end of third grade, and to this end partnered with the Consortium on Reading Excellence (CORE) to reshape and restructure the reading program. Along with hiring a Reading Coach to assure day-to-day implementation of the reading program, Oceanside Charter School has continuously provided its staff with the necessary development it has needed to meet the school's mission, goals, and objectives. In like manner, Oceanside Charter School has continued its partnership with Rowan University's NJSSI Initiative, which has provided professional development for our mathematics program on an on-going basis. Through these efforts and many more to come, Oceanside Charter School is positioning itself to provide high quality training and professional development.

Assessment and Student Achievement. Describe major assessment activities and the status of student achievement with regard to both the school's stated goals and objectives and NCLB adequate yearly progress criteria.

Consistent with state and national requirements, Oceanside Charter School annually assesses the knowledge base and growth of its school, administration, staff and students using several nationally recognized standardized assessment tools, such as the statewide NJ ASK4 in fourth grade, the GEPA in 8th Grade and both the AIMS Web and the TerraNova at all grade levels. These assessment tools are helping us evaluate the progress of all students throughout the school against nationally recognized standards and averages. Using these assessment tools Oceanside Charter School hopes to evaluate progress within the school and in individual students in order to identify both strengths and weaknesses to target in improving instruction annually and throughout each school year.

Parent/Community Involvement and Public Relations/Outreach. Describe major parent involvement and public relations activities and outcomes.

As in the past an attempt to bridge the gap between parents and the school has been made. Oceanside constantly reached out to parents and community members in an effort to make them part of the learning environment. The numbers for parent support are still disappointing but we will remain diligent in an effort to make parents a part of their child's education. The community has been a bright spot in the educational plan. Several organizations have been involved with Oceanside students over the past year.

Co-Curricular Activities. Describe the school's major co-curricular activities.

After care remains a strong program at Oceanside. The school is open from 7:00 am – 5:00 pm daily. Several programs were offered and approximately 40% of our students took advantage. This allowed for some additional learning as well as some additional help in other areas such as social adjustment and self esteem. Programs were made available to those students who have demonstrated needs beyond the classroom. These programs included the Bros and Sistas, the Neptune Princesses, and several other programs listed and described in appendix N.

Self-Evaluation and Accountability. Provide a progress report on the status of the school's self evaluation and accountability plan and activities.

We are moving toward a higher level of strategic planning and are in the process of doing a full scale, very inclusive self-assessment. We will then use the services of Foundations to begin a very inclusive, long range strategic plan that will take the school and the students to the highest levels of success. We also have developed a relationship with Critical Friends of Rutgers University. Critical Friends is a team of retired Superintendents and Principals who serve as Professional Development Providers. They toured our school and have made a number of recommendations.

Over the last five years we have addressed the needs of the students by building curriculum in accordance with the NJCCCS, by assessing students using a variety of assessment instruments and looking at both aggregated and disaggregated scores to plan programs, and by developing staff to hone instructional skills. We have planned and adjusted our After-school program and we have reached out to parents and community to increase articulation and involvement. We have had some success. On reflection we realized that is was time to do an intense assessment of all that we have or have not achieved and, based on the results of that self-assessment to create a long-range strategic plan. To this end we are working with Foundations, Inc. School Services Center to help us use a systematic process to assess school effectiveness, develop improvement plans with timelines and implementation strategies, and use their follow-up services in plan implementation.

Grants Activities. Describe the status of the school's grant programs.
Due to the focus of the business office on facility fund development, our current grant program is limited to the $ 1.8 M facility renovation grant.

2. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

Board of Trustees

Summary of Accomplishments. Summarize and discuss the board of trustee's major accomplishments in the past year.

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Similar to any organization concerned about improving its status the board has examined the test scores of students and compared them to analogous institutions. Asked to examine and reflect the reasons for those instances where improvement is or was needed the administrative staff have been fully able to explain various factors be they social, cultural, economic or academic leading to the noted outcomes. The board considers its ability to ask valid questions regarding academic performance and receive consider responses that both acknowledge the shortcomings of staff and administrators but also point out the realities of the student population that they work with to be a major accomplishment. Growth and development come from self examination and the study of how to improve those areas of weakness that are revealed, the Oceanside Charter School has this talent and will continually improve itself as a result.

As a body because of familiarity with each other the board as a functioning body has improved each year. Our institutional finance committee regularly reports on the financial standings of the institution and board members feel confident they understand the economic standing of the institution. New and old business is resolved in a timely manner and public input while limited is openly courted. A discipline policy and committee has been developed within the board and in those instances where students have to be expelled a structured for doing so has been worked out to hopefully provide for the student and the school.

Finally the facilities committee has continued its yeoman's work on the acquisition of a new site for the school. A number hurdles were cleared this year primarily the approval by the state of allowing a school to be built on lands that were previously deemed Green Acres property. This was accomplished with the assistance of the neighboring community and city administration. Funding sources are continually being identified by the committee and our Business Administrator. As we are talking about a multimillion-dollar project advancements towards completion are always tentative but advancement has been noted and our hopes are not idle.

Policies. List and describe the critical policies adopted by the board within the last school year.

The following are a list of the critical policies, which have been adopted this year by the board of trustees. These policies deal with the comprehensive equity report recently submitted to the state. We will continue to review the New Jersey Critical Policy and Procedure manual to determine if

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there are policies, which have not been currently addressed.

100.4 Staff Conduct policy
300.6 Grading System policy
300.8 Awards for Achievement Policy
300.9 Promotion-Retention Policy
400.4 LEP Policy
500.13 Ceremonies and Observances Policy
500.16 Use of Computer facilities policy
500.3 Admissions policy
500.4 Pupils non-discrimination affirmative action policy
700.7 Staff non-discrimination policy

Board Members. State the number of board members cited in the school's charter and any qualifications (e.g., two must be parents). State the current number of board members. Describe any changes in the board over the past year. State when board vacancies, if any, will be filled. List the board members by name, their role, their affiliation (parent, community member, lead person, etc.) and their voting status (voting or ex-officio). The listing of board members by name can be accomplished by including the 2003-04 Board of Trustees and Administrator Documentation form submitted to DOE on April 15, 2003.

2003-04 BOARD OF TRUSTEES AND ADMINSTRATOR DOCUMENTATION

List ALL BOARD MEMBERS AND ADMINISTRATORS of Oceanside Charter School
Initial Due Date: April 15, 2004 Update

NAME: BOARD MEMBER, ADMINIS-TRATOR	AFFILIATION: COMPANY, SCHOOL, ORGANIZATION	DATE of APPOINT-MENT	POSITION: OFFICER, MEMBER or ADMINIS-TRATOR	STATUS: VOTING NON-VOTING	ADDRESS: STREET/P.O. BOX CITY, STATE, ZIP CODE	TELEPHONE NUMBER WITH AREA CODE	FAX NUMBER WITH AREA CODE	OBM, NBM, TBM, ADM*	(In-house use only)
Bob Preston	Forrest Associates	7-1-03	Board President and Business Member	Voting	300 Atlantic Avenue Suite 102 Atlantic City, NJ 08401	609-345-5551	609-348-5951	OBM	
Tony Bethel	Stockton College	7-1-03	Board Vice-President and Education Member	Voting	1430B Mediterranean Ave Atlantic City, NJ 08401	609-572-1112	609-348-5951	OBM	
Sherry Kimbrough		7-1-03	Parent Member	Voting	512 North NJ Avenue Atlantic City, NJ 08401	609-348-6084	609-348-5951	OBM	
Nina McIntosh		7-1-03	Parent Member	Voting	644 Green Street Atlantic City, NJ 08401	609-748-0953	609-348-5951	NBM	
Hope Garbutt	Oceanside Charter	7-1-03	Teacher Member	Non-Voting	2 South Rosborough Ave Ventnor, NJ 08406	609-348-3485	609-348-5951	NBM	
Sylvana Viola	Oceanside Charter	7-1-03	Teacher Member	Non-Voting	38 North 30th Street Longport, NJ 08403	609-348-3485	609-348-5951	NBM	
Jeanine Middleton	Oceanside Charter	NA	Administration	Non-Voting	101 Michigan Avenue Atlantic City, NJ 08401	609-347-1696	609-348-5951	ADM	

Date: _____   Signature: _____   Title: _____   Page_____of_____

DUPLICATE THIS FORM FOR AS MANY PAGES AS NEEDED FOR BOARD MEMBERS AND ADMINISTRATORS
*OBM = Ongoing Board Member; NBM = New Board Member; TBM = Terminated Board Member; ADM = Administrator

2003-04 Board list with fields   as of 3/11/03

Meetings. Specify the frequency with which board meetings are held (monthly, semi-monthly, etc.). Provide the number and dates of the board meetings held in the past year. Provide the level of board attendance at each meeting.

Meeting Date	Business Month Covered at Meeting
September 4, 2003	July
October 6, 2003	August
October 30, 2003	September
December 4, 2003	October
January 8, 2004	November
February 5, 2004	December
February 26, 2004	January
March 25, 2004	February
April 29, 2004	March
June 9, 2004	April
June 30, 2004	May
July 20, 2004	June

Committees. List the standing and ad hoc board committees. Describe the changes to the committees and activities and/or accomplishments during the school year as well as any plans for the coming year.

As a body because of familiarity with each other the board as a functioning body has improved each year. Our institutional finance committee regularly reports on the financial standings of the institution and board members feel confident they understand the economic standing of the institution. New and old business is resolved in a timely manner and public input while limited is openly courted. A discipline policy and committee has been developed within the board and in those instances where students have to be expelled a structured for doing so has been worked out to hopefully provide for the student and the school.

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Open Public Meetings Act. Describe the process utilized to assure compliance with the Open Public Meeting Act.

Oceanside Charter School sends a copy of the Board Calendar, which shows all anticipated meetings for the year to the Press of Atlantic City as well as the City Clerk. If any changes need to be addressed or if an emergency meeting needs to be added, we call The Press directly and make those changes. Then we inform the city clerk's office of the changes. The advance notification of the Board's intent to meet within a minimum of 48 hours ensures that we are in compliance with the open public meetings act.

Training. Indicate the number of board members who have attended NJ School Boards Association training and the number who still need to attend training. If there are board members who still need to attend training, indicate when they will attend training. Describe any additional training the board may have received from other sources and the number of board members who participated.

All board members except Nina McIntosh attended the mandatory training provided by the school boards association in October. Ms. McIntosh did not attend the training due to her joining the board at a later date. She will attend the training next October.

Anticipated Issues. Discuss the issues that are likely to require the board's attention in the near future.

As in our previous years, our largest issues that will command the board's focus will be ongoing funding concerns for a new facility, and students' standardized and state testing outcomes.

The in-depth assessment analysis of student outcomes, included in this report and the subsequent corrective action plan are issues which the board assessment committee and the board as a whole will review and upon which they will continue to make recommendations as a result of the data.

School Administrators

Summary of Accomplishments. Summarize and discuss any school administrative-related changes or accomplishments in the past year (e.g., implementation of a computer-based record keeping system, addition of a staff person to manage curriculum, refinement of job descriptions, addition of clerical staff).

In the last year we implemented a number a changes in our administrative team to address the needs of the students and the school. We established three new positions, a Curriculum Supervisor and a Reading Coach. The Curriculum Supervisor worked with the Reading Coach to organize our Reading program so that it was insinc with the Core Curriculum Standards, the No Child Left Behind requirements and the needs of the students based on the assessments used at the school. In addition, the Curriculum

Supervisor made changes to the math and science programs to make sure that teachers had all the materials and training necessary to make a difference in the classroom. The Reading Coach trained the teachers in the reading program, arranged for training in the CORE program, and modeled the programs for the teachers. She observed teachers and gave support as required.

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We are moving toward a higher level of strategic planning and are in the process of doing a full scale, very inclusive self-assessment. We will then use the services of Foundations to begin a very inclusive, long range strategic plan that will take the school and the students to the highest levels of success. We also have developed a relationship with Critical Friends of Rutgers University. Critical Friends is a team of retired Superintendents and Principals who serve as Professional Development Providers. They toured our school and have made a number of recommendations.

3. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS AND PROVIDING PROFESSIONAL DEVELOPMENT AND SUPPORT FOR TEACHERS

Guidelines: Describe how the school is addressing the NJ Core Curriculum Content Standards (NJCCCS) and the delivery of the educational program, including the school's innovative practices, use of time and professional development activities.

Incorporation of the New Jersey Core Curriculum Content Standards (NJCCCS)

Summary of Curriculum Development Progress. Describe the procedures used and the school staff involved in developing/selecting the curriculum. Specify the time/resources allocated to curriculum work both during the school year and during the summer. Summarize and discuss the extent to which the school has developed curriculum guides and other supporting resources, at each grade level for each subject area that lead to common understandings among teachers of what is to be taught, how, to what degree and in what general timeframe. Describe the components of the school's curriculum guides or structure (e.g., introduction, content scope and sequence, expected student outcomes and relation of outcomes to NJCCCS, timeframe for instructional units, suggested instructional activities, resources and assessment procedures).

REPORT

The curriculum of Oceanside Charter School, over this past year, has systematically moved into a maturation that will bring this school long-term success. Through the endless efforts of the school's curriculum team, made up of the: Lead Administrator, Assistant Administrators; Curriculum Supervisor, Reading Coach, and teacher teams, Oceanside Charter School has emerged to be a high quality educational institution for the students it services.

The intent and goal for the curriculum team this past year was to make sure that the educational programs selected for Oceanside Charter School met the demands of the New Jersey Core Curriculum Content Standards, the No Child Left Behind Act, and ultimately high achievements for the students. The curriculum team implemented the Francis P. Hunkin's (1980) Decision-Making Model (see Figure 1) for curriculum analysis and improvement. Each phase of the process led to enormous reflection and helped the team identify the direction most needed for Oceanside Charter School's curriculum design.

PHASE 1: Curriculum Conceptualization and Legitimization

This phase was central in the entire team coming together to understand the nature of which curriculum design was most useful and effective for the students of Oceanside Charter School. The major task was for the team to *deliberate* over tough issues concerning curriculum design and implementation. Likewise, the legitimacy of

curriculum development and instructional delivery were examined closely over this past year to determine what teaching techniques and strategies yielded the kind of success the school aimed to achieve. The school's curriculum programs in *reading* and *mathematics* were closely examined during this phase.

Oceanside Charter School's **Reading First program** underwent critical deliberation about what the value the implementation of this program had on its students. As the school responded to the demands of the No Child Left Behind Act, Oceanside Charter School embraced the concept of all students reading by the end of third grade. In addressing this goal, the school hired a Reading Coach along with a fully staffed intervention team for grades K-4. The nature of this design was built on reading rooms staffed with a classroom and reading intervention teacher to better service the individual needs of the students serviced. As the team set out to implement this program, it became very necessary to scrutinize every facet of the reading design. The curriculum team spent numerous sessions making crucial decisions about reading instruction, teaching with fidelity, teacher training, assessment, and student outcome. These deliberations led to a fuller understanding of what is needed for each of Oceanside Charter School's students to be readers by the end of the third grade.

In like manner, the curriculum team deliberated over what constitutes an effective **program for Mathematics** instruction and what would bring success for our students academically and on statewide testing measurements. The curriculum team embraced the problem-solving curriculum that was implemented last school year. The Terc's Investigations in Number, Data, and Space for grades K-4 was a tremendous addition to the school's curriculum design because students had the opportunity to not only be introduced to skills, but also have the opportunity to engage in the in-depth study of the concepts within each skill. This approach to the school's instructional delivery program helped students, parents, and teachers engaged in the requirements of the New Jersey Core Curriculum Content Standards for Mathematics in a more meaningful and successful way.

PHASE 2: Curriculum Diagnosis
The curriculum team conducted diagnosis of both the reading and mathematics programs, and found implications for improvement. These improvements will further legitimize the delivery of instruction with fidelity into the school's curriculum design. The curriculum team identified the needs of both reading and mathematics and developed a 2004-2005 Literacy Plan (see Figure 2) and a 2004-2005 Math Plan (see Figure 3). These critical changes will improve all facets of the school's curriculum design and yield positive results for Oceanside Charter School.

PHASES 3 & 4: Curriculum Development Content and Experience Selection
Under these phases, the curriculum team took a look at what will be taught in each program design. It was apparent that phonemic awareness and phonics instruction was crucial to each student being able to read effectively. The curriculum team in partnership with the Consortium on Reading Excellence (CORE) led the way in selecting relevant methods and educational activities to teach the content thereby

enriching student experiences. The development of a school-wide instructional delivery program was initiated this past school year. These instructional plans were divided into grade levels: Grades K-2 (see Figure 4); Grades 3-5 (see Figure 5), and Grades 6-8 (see Figure 6). The curriculum team found that these instructional plans aided teachers in implementing the reading first program with fidelity and helped the school address the state standards and testing.

The curriculum team also spent time synchronizing the New Jersey Core Curriculum Content Standards for Mathematics along with the school's math programs. In doing so, the team discovered some problems with the orientation of the programs, and decided to supplement the current programs with math material that will fully cover the state requirements in math. To this end, the school will implement *Scott Foresman's Joint Usage program for the Terc's Investigations Series*. This joint-usage program adjoins both traditional math instruction with problem-solving curriculum to provide an enriched education for Oceanside's students in grades K-5. In grades 6-8, the *Prentice Hall Math Series* has been selected to supplement the school's current Connected Math program. This will allow for the students to experience essential readiness skills to meet the standards and state testing.

In addition, Oceanside Charter School has continued to implement its own scope and sequence curriculum guides that have been vertically articulated to assure the delivery of the NJCCCS. A curriculum guide has been developed for *reading, language arts, mathematics, social studies, health and physical education, and visual and performing arts*. A curriculum guide will be developed for *science* this coming school year, completing the development of Oceanside Charter School's curriculum pacing. To assist teachers this coming school year in addressing the NJCCCS more closely, a *Lesson Planner* for teachers will be developed by the Curriculum Supervisor and curriculum team. This Lesson Planner is designed to be a tool that the teachers can use to monitor their incorporation of the standards thus delivering effective, intentional instruction on a daily basis.

PHASES 5 & 6: Curriculum Implementation & Evaluation

This entire year has been spent on effectively implementing the school's reading first program. It was essential to make sure that all students were in a learning environment were they could become successful readers. The curriculum team's objective was to manage this implementation so that the school would be building on the foundation laid by the Success For All program. Adequate training was given to the teachers to make the transition between the Success For All program and the Reading First program. It was obvious that the first year of this implementation would yield its bumps in the road; however, through the assistance of the CORE team and the school's Reading Coach, noted achievements were made. An assessment plan for the 2004-2005 school year has been developed to further evaluate the success of the implementation of the reading program (see Figure 7).

The students overall reading success was evaluated using the Aimsweb program through Edformation, Inc. The students were assessed three times during the past

school year.   Fall, winter, and spring assessments were given.   These assessments identified the students reading fluency ability by grade level, and were compared to national growth rates. This tool was very valuable to the curriculum team as the team evaluated the effectiveness of the school's curriculum program.   It has been determined by the curriculum team to not only use the Aimsweb program for Reading Fluency this coming year, but also to use the Math Numeracy assessment for grades K-2.

PHASE 7: Curriculum Maintenance

In order to maintain the curriculum programs at Oceanside Charter School, the curriculum team has decided to undergo a self-evaluation through a partnership with Foundations, Inc. This self-evaluation will help the team identify its strengths and weaknesses and thereby develop a plan to maintain its curriculum programs.

In addition, the Curriculum Supervisor, Reading Coach, and new Math Coach has been selected to continue training teachers in instructional design, delivery, and assessment.   The curriculum team as a whole will continue gathering necessary feedback as it strives for long-term success.

Curriculum Monitoring. Describe how the delivery of the curriculum is monitored in order to ensure both consistency of implementation and compliance with the NJCCCS.

The curriculum for the 2003-2004 school year was monitored by the observation team led by the school's Lead Administrator along with the Assistant Administrators, and the Curriculum Supervisor.   The observation team instituted a supportive observation program that consisted of the team going into the classrooms on a weekly basis to provide necessary feedback and assistance for each teacher as the need arose.   The observation team used a number system to evaluate each teacher and completed a full explanation report on areas for improvement, noted accomplishments, and suggestions. Lesson plans were checked; teacher team meetings were conducted; and numerous curriculum meetings held with the Lead Administrator helped to guide the teachers to success. Through this observation program, teachers were able to receive consistent assistance in their development and implementation of the curriculum programs.

Curriculum Needs and Planned Activities. Describe where additional work, if any, in the area of curriculum and instruction is planned.

(SEE TABLES BELOW)

Curriculum Development Plan Language Arts				
Grade Level	Curriculum Title	OCS Scope & Sequence Correlation to NJCCCS	Program	School Year
Pre-K	Success for All	Yes	Curiosity Corner	2001-2004
K	Reading First	Yes	Harcourt Trophies	2003-2004
1st 2nd	Writing	Yes	Zaner-Bloser	2000-2004
	Reading First	Yes	Harcourt Trophies	2003-2004
3rd 4th 5th 6th	Writing/Vocabulary	Yes	Zaner-Bloser Sadlier-Oxford, Level A (6th)	2003-2004
	Reading First	Yes	Trophies, Harcourt	2003-2004
7th	Writing/Vocabulary	Yes	Sadlier-Oxford, Level B (7th)	2003-2004
	Reading First	Yes	McDougal-Littell	2003-2004
8th	Writing/Vocabulary	Yes	Sadlier-Oxford, Level C (8th)	2003-2004
	Reading First	Yes	McDougal-Littell	2003-2004

Curriculum Development Plan Mathematics- PreK-3rd Grade				
Grade Level	Curriculum Title	OCS Scope & Sequence Correlation to NJCCCS	Program	School Year
Pre-K	"Success for All"	Yes	Curiosity Corner	2001-2004
K	Investigations in Number, Data, & Space	Yes	Terc's Mathematics	2003-2004
	Harcourt Math	Yes	Harcourt Math	2002-2004
1st	Investigations in Number, Data, & Space	Yes	Terc's Mathematics	2003-2004
	Harcourt Math	Yes	Harcourt Math	2002-2004
2nd	Investigations in Number, Data, & Space	Yes	Terc's Mathematics	2003-2004
	Harcourt Math	Yes	Harcourt Math	2002-2004
3rd	Investigations in Number, Data, & Space	Yes	Terc's Mathematics	2003-2004
	Harcourt Math	Yes	Harcourt Math	2002-2004

Curriculum Development Plan Mathematics- 4th – 8th Grade				
Grade Level	Curriculum Title	OCS Scope & Sequence Correlation to NJCCCS	Program	School Year
4th	Investigations in Number, Data, & Space	Yes	Terc's Mathematics	2003-2004
	Harcourt Math	Yes	Harcourt Math	2002-2004
5th	Investigations in Number, Data, & Space	Yes	Terc's Mathematics	2003-2004
	Harcourt Math	Yes	Harcourt Math	2002-2004
	Connected Math	Yes	Connected Math	2002-2003
6th	Connected Math	Yes	Connected Math	2002-2003
	Harcourt Math	Yes	Harcourt Math	2002-2003
7th	Connected Math	Yes	Connected Math	2001-2004
8th	Connected Math	Yes	Connected Math	2002-2004

Curriculum Development Plan Science				
Grade Level	Curriculum Title	OCS Scope & Sequence Correlation to NJCCCS	Program	School Year
Pre- K	"Success for All"	In-Progress	Curiosity Corner	2001-2004
K	FOSS Science Modules	In-Progress	Delta Education	2003-2004
1st 2nd	STC Science Modules	In-Progress	Carolina Biological	2003-2004
	STC Science Modules	In-Progress	Carolina Biological	2003-2004
3rd 4th 5th	FOSS & STC Science Modules	In-Progress	Delta Education/ Carolina Biological	2003-2004
	Science Text	In-Progress	Science in Our World	2001-2004
6th 7th 8th	FOSS & STC Science Modules	In-Progress	Delta Education/ Carolina Biological	2003-2004
	Science Text	In-Progress	Science in Our World &Science Interactions	2001-2004

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Curriculum Development Plan Social Studies				
Grade Level	**Curriculum Title**	**OCS Scope & Sequence Correlation to NJCCCS**	**Program**	**School Year**
Pre-K	"Success for All"	Yes	Curiosity Corner	2001-2004
K	"Success for All"	Yes	Early Learning	2000-2004
1st 2nd	We The People	Yes	Houghton-Mifflin	2000-2004
3rd 4th 5th 6th	We The People	Yes	We the People: Build Our Nation, Houghton-Mifflin	2000-2004
7th	Across the Centuries	Yes	Houghton-Mifflin	2002-2004
8th	A More Perfect Union	Yes	Houghton-Mifflin	2002-2004

Curriculum Development Plan Visual and Performing Arts				
Grade Level	**Curriculum Title**	**OCS Scope & Sequence Correlation to NJCCCS**	**Program**	**School Year**
Pre- K-8ʰ	NJ Visual/Performing Arts Frameworks	Yes	NJ Visual/Performing Arts Frameworks	2000-2004

Curriculum Development Plan Work Place Readiness (Technology)				
Grade Level	**Curriculum Title**	**OCS Scope & Sequence Correlation to NJCCCS**	**Program**	**School Year**
Pre- K-8th	NJ Workplace Readiness Framework	In-Progress	Techworks	2000-2004

Curriculum Development Plan World Languages				
Grade Level	Curriculum Title	OCS Scope & Sequence Correlation to NJCCCS	Program	School Year
Pre-K K-1st 2nd 3rd 4th	Espanol Para Ti	In-Progress	Espanol Para Ti	2000-2004
5th 6th 7th 8th	Hola	In-Progress	Hola	2001-2004

Curriculum Development Plan Health & Physical Education				
Grade Level	**Curriculum Title**	**OCS Scope & Sequence Correlation to NJCCCS**	**Program**	**School Year**
Pre- K-6th	NJ Comprehensive Health Education & Physical Education Frameworks Curriculum	Yes	NJ Comprehensive Health Education & Physical Education Frameworks Curriculum	2000-2004
	Health-Making Life Choices	Yes	Health-Making Life Choices	2003-2004
7th 8th	NJ Comprehensive Health Education & Physical Education Frameworks Curriculum	Yes	NJ Comprehensive Health Education & Physical Education Frameworks Curriculum	2000-2004

Delivery of an Educational Program Leading to High Achievement for all Students

Delivery of Services to Students with Educational Disabilities.   Provide appropriate data to describe how your school is organized to respond to the diverse learning needs of students with educational disabilities.   State the number of classified students, the source of the school's child study team services, the programs provided (resource room(s), self-contained classes, etc.) and the number and certification of staff and aides delivering special education services.

Following are the policies and procedures currently in place for Oceanside Charter School:

Policy #1: All students with disabilities, who are in need of special education and related services, regardless of the severity of their disabilities, are located, identified and evaluated according to NJAC 6A: 14-3.3.

Procedures for locating students enrolled in the charter school.

1. The lead administrator is responsible to coordinate child find activities to locate, identify and evaluate all children enrolled in the charter school.
2. By March 1 of each school year, the lead administrator will: obtain and/or develop child find materials for distribution; inform parents about child find via flyers, posting on the school bulletin board, notices in school publications.
3. In August of each year, teachers during their regular home visit to introduce themselves to their in-coming students and their parents, will obtain information

relating to child find activities. This information will pertain to the students enrolled and any siblings they may have between the ages three to 21.

Procedures to identify pupils who may be disabled.

1. The lead administrator is responsible to coordinate activities to identify and, if necessary, refer for Child Study Team (CST) evaluation all children enrolled in the charter school who may be disabled.
2. Teachers and parents who suspect a condition that affects learning may request an intervention and referral services (I&RS) meeting using forms designated for this purpose.
3. Teachers will be provided staff development to participate effectively in I&RS meetings.
4. I&RS meetings will designate interventions for implementation at the level of regular education, and the names of staff responsible for their monitoring.
5. Staff responsible for intervention(s) and a member of the C.S.T. will conduct a monthly review to determine effectiveness of current intervention(s).
6. At the initial I&RS meeting the determination may be made to refer the student directly to the CST for evaluation.
7. At a subsequent I&RS meeting, the effectiveness of the interventions will be reviewed and documented.
8. If/when a native language is identified, activities will be conducted in the appropriate language.

Procedures to refer a student for CST evaluation:

1. The lead administrator is responsible to coordinate activities to refer for child study team (CST) evaluation, all children who may be disabled and who are enrolled in the charter school.
2. School staff and parents are to be informed of referral procedures. School staff will receive staff development in this matter.
3. Students will be referred to the CST after it is determined interventions in the general education program are not effective.
4. A student in need of immediate referral to the CST for evaluation need not be seen by the I&RS prior to referral.
5. Students may be referred for CST evaluation even though they are advancing from grade to grade.
6. Teachers and parents who suspect a disability that affects learning are to refer to the CST in writing. Teachers are to use forms designated for this purpose and parents may use the forms or write a letter. Information and documentation (grades, teacher and PAC reports, and interventions) will be included with referral.
7. Within 20 days of the school's receipt of the referral, whether from the I&RS committee or directly form a teacher or parent, an initial evaluation determination plan meeting will be held. Subsequent activities determined at this meeting will adhere to applicable requirements in the NJAC 6A: 14.

Policy #5: Students with disabilities are included in the statewide and district wide assessment programs, with appropriate accommodations, where necessary according to NJAC 6A: 14.

Procedures for Exemption from Statewide Testing.

1. The Oceanside Charter School lead administrator is responsible to supervise all procedures pertaining to exemption from statewide testing.
2. The IEP team will decide if a pupil with disabilities shall participate in statewide testing with or without NJDOE approved accommodations.
3. In the event a student's disability is severe to the extent that instruction is inappropriate in any of the knowledge and skills measured by the statewide assessment, and the student is unable to complete questions on the assessment in a subject area with accommodations and /or modifications, an alternate, locally determined assessment of student progress will be undertaken. Alternate assessments will include, but not be limited to, portfolio review, teacher interview, classroom observation and individual test-based assessment in relevant areas.
4. When the determination to exempt is made by the IEP team, it will be documented in the IEP. The reason (s) for the exemptions (s) will be specified.
5. The Oceanside Charter School will ensure that professional staff are knowledgeable about the methods to assess achievement in the core curriculum content standards and that the staff have available the Directories of Test specifications.
6. When an alternate assessment is required pursuant the IEP, assessment activities shall be conducted at the time of the statewide assessment.
7. Alternate assessments shall measure the pupil's progress in the life skills or the general education curriculum, and include the skills assessed by the statewide assessment, or as listed in the IEP.
8. The lead administrator shall ensure that Oceanside Charter School pupils who attend other schools on a tuition basis are included in the statewide assessment program unless the Oceanside Charter School IEP team exempts them.
9. When alternate assessments developed by the Department of Education are available, all pupils will be included in the statewide assessment system.

Policy #7: A free and appropriate public education is available to all students with disabilities between the ages of three and 21, including students with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free, appropriate public education to students with disabilities who are suspended or expelled:

1. The lead administrator in consultation with members of the child study team, board members and other professional staff, is responsible to suspend or expel students with or without disabilities.
2. When a student with a disability is removed for disciplinary reasons from the school program required by the IEP, the case manager shall be notified.
3. The case manager shall maintain a record of the number of days of removal from the school program to determine when such removal constitutes a change of placement.
4. In the event a disabled pupil is suspended from transportation, and as a result is unable to attend school, such suspension shall constitute a day of removal.
5. Removal of a student with disabilities for a portion of the school day is to be counted proportionately.
6. Pupils who attend an in-school suspension program will not be counted as a day of removal, the student is counted as present for the time spent in the in-school suspension. This program will provide the student with an opportunity to progress in the general curriculum, the services and modifications as specified in the student's IEP, and interactions with any non-disabled peers to the extent they would have in their current placement.
7. Pursuant to the NJAC 6A: 14, if school removals exceed 10 in number, the case manager in consultation with school official (Lead Administrator), will determine if the removals constitute a change of placement.
8. The case manager shall maintain written documentation of the consultation with the Lead Administrator.
9. If removal of 10 or more days does not constitute a change of placement, the case manager, special education teacher and other professional staff shall meet to determine if services are required to assist the pupil to progress in the general education curriculum and progress in meeting IEP goals and objectives.
10. The case manager will maintain written documentation of the consultation and the services provided.

11. Steps are in place to review the behavioral intervention plan and if necessary convene the IEP team as required according to N.J.A.C. 6A: 14 Appendix D, and 34 C.F.R. §300.520(c)(1) and (2).

12. Parental and student rights are to be protected when students are considered for suspension or expulsion.

Procedures regarding the provision of a free, appropriate public education to pre-school age students:

1. The Lead Administrator, in consultation with members from the CST and other professional staff will ensure that eligible preschool age children who are not participating in an early intervention program have an IEP in effect by their third birthday. Steps will include responding to referrals according to N.J.A.C. 6A:14-3.3(e) and having a program in place no later than 90 days from the date of consent.

Procedures regarding the provision of a free, appropriate public education to students with disabilities who are advancing from grade to grade:

1. Although a student with disabilities may advance from grade to grade with the support of specially designed services and accommodations, at a re-evaluation meeting the student may be continued as classified eligible for special education if IEP determines that such services and accommodations are needed for successful advancement, and the use of functional or test-based assessment information supports the IEP team's findings.

Following is a chart indicating students with Individual Education Plans, their classification and their renewal date:

Student's Name	Grade	Category	Period serviced
1. A	3	SLD	School year
2. B	5	SLD	School year
3. C	7	SLD	School year
4. D	6	SLD	School year
5. E	8	SLD	School year
6. F	5	OHI	School year
7. G	7	SLD	School year
8. H	4	SLD	School year
9. I	7	EBD	School year
10. J	8	SLD	School year
11. K	4	SLD	School year
12. L	7	SLD	School year
13. M	3	SLD	School year
14. N	7	SLD	School year
15. O	4	**SLD**	School year
16. P	5	SLD	School year
17. Q	8	SLD	School year
18. R	7	SLD	03-16-04 to 06-22-04
19. S	6	SLD	03-16-04 to 06-22-04
20. T	5	SLD	12-10-03 to 06-22-04
21. U	4	SLD	03-04-04 to 06-22-04
22. V	8	OHI	04-22-04 to 06-22-04
23. W	3	SLD	09-08-03 to 06-22-04
24. X	3	OHI	04-01-04 to 06-22-04
25. Y	4	SLD	03-01-04 to 06-22-04

Oceanside Charter School contracts special needs services through Cape May County Special Services School District (CMCSSD) and uses the Program counselor of Oceanside to serve as Case Manager. CMCSSD provides a Learning-Disabilities

Teaching Consultant, a School Psychologist, and a School Social Worker to perform services for our special needs population. The LDTC, School Psychologist, and School Social Worker conduct evaluations and participate in various Child Study Team meetings.

Although these professionals are not "-in-house", these same individuals are utilized for the entire school year. A Speech/Language Specialist is also contracted through CMCSSD to provide Speech/Language services specified in individual students' IEP's.

There are two resource rooms on campus where two certified special education teachers provide services. The small number of students scheduled during each resource room period allows for the special education teacher to teach alone without an aide.

Delivery of Services to Bilingual Students. If your school has limited-English proficient students, describe the number of students served, the services provided, and the staff allocated to this function. In the event your school has no LEP students, describe the school's plans for identifying such students, providing services and allocating staff to serve this function.

There are two students at Oceanside that require the services of a bilingual specialist. Since all of the needs of the LEP students cannot be met in the regular classroom, these students receive instruction in the resource room.   Instruction focuses on improving grammar conversational skills and auditory comprehension. Student's goals follow the core curriculum content standards in Language Arts/Literacy, standard 3.4.   All students will read   a variety of materials and texts with comprehension and critical analysis. Long-term objectives for LEP students consist of improving auditory processing skills and improving receptive, expressive and social language skills.   Again, a Speech/Language specialist from CMCSSD is contracted to provide services to these identified students as per their IEP, and their individual needs.

Delivery of Services to At-Risk Students. Describe how your school is organized to respond to   at-risk   students.   More   specifically,   describe   the   school's procedures/criteria for identifying at-risk students, the number of students currently identified as at-risk, the services provided and the staff allocated to this function.

At-Risk students are referred to Oceanside's program counselor. Any staff member or parent may submit a referral for a student they feel needs extra help or is potentially at-risk. That student's teacher(s) will be given a list of interventions and strategies to follow to help the identified student in the regular class.   If the interventions or strategies fail to produce positive results after a time period of approximately six weeks, that student will be referred to the Child Study Team for

testing. Parents must give approval to Oceanside Charter School for the initial testing to proceed.

Innovative Programs and Practices *For those schools that implement one or more of the following, innovative curriculum/instruction programs and practices, describe the essential elements of the program(s) or practices). Describe the extent to which the program or practice is being implemented (e.g. in one subject area or class versus more extensively). Discuss the impact of the program or practice on students' achievement. Provide supporting data if possible. The programs and practices include, but are not limited to the following:*

- o **Character development**

Oceanside received $4,000 towards the school-wide implementation of a character education program. Learning For Life was chosen as Oceanside's character education program. The staff participated in a half day in-service that explained the program and addressed specific strategies to support teachers with classroom management. The general strategies of positive reinforcement and increasing the focus on the development of communication skill were adopted and implemented school-wide. Daily activities were implemented with the students. In addition, many new programs were implemented this year and are detailed in appendix N.

- o **Individual learning plans**

OCS classroom environment has a student to teacher ratio of 14.8:1. The charter design allows each teacher to address an individual learning plan for every student in the classroom. In-Service opportunities were used to discuss those students identified with behavioral / academic concerns. The individual learning plan could also be seen in our intensive remediation model and individual learning plan narratives written by teachers and included as a part of the portfolio checklist.

- o **Intensive remediation**

The Success of All, whole school reform model has an intensive remediation model as part of its program design. Four tutors, as well as parents, student mentors, and community volunteers participate in an extensive program of offering one on one support in reading to those students in grades $1^{st} - 4^{th}$.

- o **Interdisciplinary instruction**

Teachers are encouraged to incorporate the process writing principles into all content areas. The administration firmly believes that the only way our students will become better writers is to write. Teachers are mandated to not only assess content but to evaluate grammar and format. In grades 3 through 8, teachers of

Language Arts and Social Studies were also encouraged to collaborate on themes and research project and reports. The Pre-Kindergarten & Kindergarten teachers implement the Success for All models of Curiosity Corner and Early Learning / Kinder Roots. Both programs are designed to immerse the students into interdisciplinary instruction.

- o **Project-based learning**

Oceanside Charter School has expanded its focus in the past year to encourage and evaluate teacher use of Project-Base Assessment. Review of the tools to evaluate project effectiveness in meeting the objectives set forth by the teachers and mandated by the NJCCCS were determined.   The lead administrator communicated the progress with the teacher and continues to modify the assessment tool (i.e. lesson plans portfolio checklist, grade level meetings, and observations) to determine whether to expand our project based instruction.

- o **Service Learning**

The implementation of Oceanside Charter School's service-learning program, *Students on the Move*, is part of the natural evolution of a segment of our charter school program that has not yet blossomed. Although community service and the development of responsible citizens is a crucial part of our program philosophy, we have not been able to make the curricular jump into service-learning. The Learn and Serve: School Based Program Implementation Grant will allow Oceanside Charter School to effectively develop a community-based service-learning program that directly addresses the core curriculum content standards and the cross content workplace readiness standards.

Students on the Move is a comprehensive service-learning implementation program that services 108 students (34% of the school population) through the direct infusion of service-learning activities into the regular school curriculum. The program focuses most directly on Language Arts and Literacy Standards, however, each project is linked to one other core subject. Internal program teams will develop a language arts based school-wide reflection policy, a standards implementation chart, a workplace readiness matrix, and an activity log for use in all projects, whereas, individual teachers will develop specific core-content and workplace readiness activities that are linked to project specific activities.

The pilot year of the *Students on the Move* program will focus on three specific projects; Project Greener Schools; a program focusing on the development of a recycling program and education of schools needing their own program, Project Urban Garden; a program that will develop an urban produce garden to support point of service hunger agencies, and Project Hunger; a program focused on spending direct volunteer time assisting agencies in fighting hunger and homelessness. The priority area of education is common to all three projects, but each has an additional primary priority area. The *Students on the Move* program

relies heavily on community partnerships, enlisting a total of eight community partners in the development of this grant. Students will become active citizens as they prepare for, act on and reflect about their experiential activities. Each project also culminates in at least 1 action that gives back to the mission of the community partner.

The *Students on the Move* professional development plan, weighted in the first two months of the project, utilizes a well-rounded approach to exposing our teachers to service-learning activities. We will utilize professional development providers from local, state and national organizations to ensure a diversity of techniques and perspectives. We will also utilize internal personnel to assist in ongoing professional development.

Year two of the program focuses on comprehensively evaluating activities of the previous year, expanding the professional development plan to include two thirds of the staff, and increasing program numbers to include three additional grade levels (68% of the school population). Ownership of project development will shift to the teachers and students, as they will research community needs, develop a community partnership and design the service-learning activities for the year.

Students in the *Students on the Move* program will benefit dramatically from these unique activities. They will increase achievement in the core content standards, demonstrate progress in the cross content workplace readiness standards, and become better, more compassionate citizens. More importantly, this type of program will re-excite students about learning and create an environment where the child has a real stake in his/her community.

- o **Technological focus**

The Oceanside Charter School has made it possible for teachers and students to take the opportunities to explore, investigate, analyze, evaluate, design and create using state-of-the-art technology. We have made it our goal to equip teachers and students with the best skills, attitudes, and tools to get the job done, and to be an integral part of our highly technological society. At the classroom level, technologies were made available to make learning exciting and interesting, to enhance interaction and to tie learning to the real world outside the school walls. We have implemented a Local Area Network and made its resources available at all grade levels in our school. Teachers have access to resources that will help them with new teaching strategies and methodologies in order to meet the Standards as prescribed in the New Jersey Core Curriculum. Technology has, and will continue to make teaching more effective and productive. Ongoing in-service to support teachers in the delivery of our program with the use of computers is represented in the attached in-service agendas. (See Appendix)

<u>**Use of Time**</u>. <u>Specify</u> the extent that the school implements any of the following time-related practices: *In the event the school does not engage in the practice, include the "bulleted header" and state "Not Applicable."*

- **Extended school day. <u>Specify</u> start and end times, total time and instructional time.**

  Oceanside Charter School offered instruction Monday through Friday. The school opened its' doors at 7:00AM and closed the doors at 5:00PM The instructional day began at 8:00AM and ended at 3:30PM thus providing the students with a 7 ½ hour day. Students were given a ½ hour lunch period and one ½ hour of supervised play.

- **Extended academic year. <u>Specify</u> start and end dates and the total number of days school is in session.**

  Instruction was offered to the Oceanside Charter School student body for 180 days. Teachers calendar was 186 days. The additional 6 days provided in-service opportunities for the OCS instructional staff.

- **Before - and after-school programs. <u>Specify</u> start and end times, nature of the programs and the number of students involved.**

  Before care began at 7:00 AM. Breakfast and free time in the multi-purpose room was offered until 8:00AM, at which time students were sent to their homerooms to begin their day. After school programs were offered to the entire student body free of charge. Clubs began at 3:30PM and were offered until 4:30PM. The doors remained open until 5:00PM to allow parent a ½ hour of pick up time.

- **Tutorial sessions. <u>Specify</u> how students are identified, frequency (e.g., twice a week), time (e.g., one hour), subject area(s), number of participants and instructor (e.g., teacher, aide, parent volunteer).**

  During the school day the tutoring program was primarily implemented, by the tutoring staff hired for that specific task, however, peer instruction and a homework club run by aftercare staff were our main models for servicing students. Any student at any grade level was welcome to participate. Peer instruction occurred twice a week and was supervised by the coordinator of the "TOPS" program (<u>T</u>he <u>O</u>ceanside <u>P</u>oets <u>S</u>ociety). Attendance by tutees was voluntary and changed often. The instruction was focused around reading, writing, and math.

- **Other time-related features. (e.g., Saturday, evening or summer classes). <u>Specify</u> duration (e.g., every Saturday for six weeks in March and April),**

start and end times, nature of the programs and the number of students or parents involved.

N/A

Professional Development/Support Provided for Teachers

Describe the professional development and support provided for teachers.

Professional Development Activities *List the professional development activities made available to staff during the past year (workshops on various topics, mentoring, peer observations, use of individual professional development plans, teacher-designed professional development, visits to other schools, conference participation, financial support for college courses, etc). Specify the length or extent of each activity (e.g. 2 hours, two days, one observation) and the level of staff participation. (e.g. all staff, 3 of 10 staff.)*

During the 2003-2004 school year, Oceanside implemented the professional development plan, which was approved by the Atlantic County Professional Development Board. As standard practice, a variety of workshops, peer observations, teacher designed professional development, opportunities to visit other schools, conference participation, and in house in-service opportunities were provided throughout the school year. The Lead Administrator also scheduled in-services, on an ongoing basis, which were a direct response to issues identified during observations or grade level communications with the teaching staff. Teachers were also permitted to use credit hours to attend the Stockton State College ETTC center, which focuses on the support of teachers in the area of technology throughout the school year.

The following is a summary of the Professional Development provided during the 2003-2004 school year, and a ratio of the number attending the workshop to the number of staff that could participants attached to each activity:

Staff Yearly In-Service Report				
In-Service	Date	Teacher	Administrator	Hours
Terc's Investigations in Number, Data, & Space	July 10-17, 2003	13:26	2:6	42
NJDOE Reading First Training	August 5, 2003	N/A	4:6	7
Consortium on Reading Excellence (CORE)	August 25-28, 2003	20:26	4:6	28
Classroom Management & School Discipline	September 2, 2003	26:26	6:6	4
AIMSWEB Reading Fluency Training	September 3-4, 2003	20:26	2:6	14
School Counseling Training	September 5, 2003	26:26	6:6	4
Consortium on Reading Excellence (CORE)	October 30-31, 2003	20:26	3:6	14
Terc's Investigations in Number, Data, & Space	November 5, 2003	6:26	1:6	7

Staff Yearly In-Service Report				
In-Service Training	Date	Teacher	Administrator	Hours
CORE Training	February 3-4, 2004	20:26	2:6	14
CORE Training	May 7, 2004	25:26	2:6	4
Curriculum Pacing for Reading	June 14, 2004	20:26	6:6	2
Curriculum Pacing for Science	June 15, 2004	6:26	3:6	2
Curriculum Pacing for Reading	June 16, 2004	20:26	2:6	2
Curriculum Pacing for AIMSWEB	June 17, 2004	20:26	1:6	2
Curriculum Pacing for Math	June 18, 2004	8:26	1:6	2
Curriculum Pacing for Math	June 21, 2004	8:26	1:6	2

Prep-Time/Planning-Time *Describe the time provided teachers for preparation and/or planning of curricular and instructional matters. More specifically, describe: the number and duration of individual preparation periods provided teachers weekly, the frequency and duration of grade level meetings, the frequency and nature of any other activities/ procedures to facilitate professional interactions among staff.*

The teachers at Oceanside Charter School received one-hour of planning time everyday during the 2003-2004 school year. This permitted teachers of similar grade level and subject area to come together with the Lead Administrator, as well as the Curriculum Supervisor to discuss concerns, assess student progress, and school discipline. In addition, staff development opportunities were provided during this time as a means to in-service specific needs targeted within each grade level, and school-wide. In addition, the school hired a Reading Coach who also spent planning time with teachers to assist in professional development in reading.

Teacher Supervision/Evaluation *Describe the school's teacher supervision/evaluation procedures. Specify how frequently teachers are observed and by whom. Discuss lesson planning requirements and state if a common lesson plan format is used. (Attach a copy of the School's Teacher Supervision/Evaluation Protocol as Appendix F).*

Teacher Supervision and Evaluation was conducted as mandated by the New Jersey state statute. Non-tenured teachers received a minimum of three evaluations for the 2003-2004 school year. Tenured teachers were evaluated at least one time as well. The Lead Administrator, Assistant Administrators, and the Curriculum Supervisor conducted supervision and evaluation.

Additional support was given to teachers who needed assistance in specific areas for teacher and student success from the school's Reading Coach. Targeted individuals were scheduled for specific professional development opportunities and were asked to develop a new instructional plan facilitated by the School Administrators, Reading Coach and Program Counselor. Teachers showed growth as a result of this supportive model. The increased teacher support allowed administrators to respond to concerns in a fair and impartial manner. Having given the proper support, it also allowed the Lead Administrator to make recommendations to the Board of Trustees as we continue to build a strong, creative and dynamic foundation of teaching staff.

One of the goals for lesson planning for the 2003-2004 school year was to put the lesson plan format and scope and sequence on the school's website. In addition to this format, teachers were also given hard copies to use. Teachers were required to write plans using this format, which state the scope and sequence, objectives, the activities, assessment, and homework. An Administrator was assigned each week to go in the classroom and review teacher's lesson plans. This format aided in evaluating teachers on the implementation of school programs, student growth, and success.

4. New Jersey Statewide and Nationally Standardized Assessment

Consistent with state and national requirements, Oceanside Charter School annually assesses the knowledge base and growth of its school, administration, staff and students using several nationally recognized standardized assessment tools, such as the statewide NJ ASK4 in fourth grade, the GEPA in 8th Grade and both the AIMS Web and the TerraNova at all grade levels. These assessment tools are helping us evaluate the progress of all students throughout the school against nationally recognized standards and averages. Using these assessment tools Oceanside Charter School hopes to evaluate progress within the school and in individual students in order to identify both strengths and weaknesses to target in improving instruction annually and throughout each school year.

NJ ASK4 2004

The NJ Assessment of Skills and Knowledge for Grade 4 (NJ ASK4) replaced the Elementary Skills Proficiency Assessment (ESPA) in 2003. Like the ESPA, it assesses critical thinking skills and knowledge of the New Jersey Core Curriculum Content Standards in language arts literacy and mathematics. It includes both multiple-choice and open-ended questions to assess various levels and areas of proficiency in fourth grade, as required by the No Child Left Behind Act of 2001.

Proficiency Levels

Ultimately Oceanside Charter School is striving to reach 100% proficiency or advanced proficiency by the year 2014 as required by No Child Left Behind. From its baseline levels of 20.5% proficient in language arts literacy and 21.2% in mathematics in 2000, Oceanside Charter School's immediate goal has been to reach the Adequate Yearly

Progress (AYP) guidelines set by the State of New Jersey and to remain within the state Safe Harbor guidelines of 10% annual reduction in the failure rate.

Shown below are the 2004 percentage rates of proficiency for the general education population of both cycle one and cycle two, where only general education students with a full year are included in the data. The biggest strength of this data seems to be the higher percentage of proficiency and mean score for cycle two students, suggesting that students who have studied at Oceanside for more than one year pass at a higher rate than those students entering Oceanside for the first year.   This data suggests that both the consistency in instruction and the foundation knowledge may have better prepared them to reach the proficiency levels on average than the preparation of those students having studied at Oceanside for less than a full year (using the July 1st cutoff date established by the State of New Jersey).

Percentage of General Education Population at or above Proficient 2004 ASK4							
	Cycle 1				Cycle 2		
Subject	Ncount	Proficient/ Advanced Proficient	Partially Proficient	Mean Scale Score	Ncount	Proficient/ Advanced Proficient	Partially Proficient	Mean Scale Score
Language Arts	30	50%	50%	197.8	21	57%	43%	202.4
Math	30	40%	60%	190.7	21	48%	52%	195.9

While we are especially proud of the cycle two increases and our growth from previous years which will be charted in the next section, we are increasingly more interested in addressing these newfound needs of incoming students, knowing that they may need some specialized attention to address the cycle one lower overall scores. This attention may involve more pre-assessment early in the year to target any areas of weakness not so present in continuing students, earlier identification of students with special needs and even help integrating them into the school community.

We are pleased that more than 50% of the cycle two students are proficient in the language arts data, but at the same time, we also recognize the need for improvement in math for both cycles where more students are partially proficient than proficient. Also, we are pleased that both subjects show at least a 7 percentage point increase in the number of students at or above the proficient level in the cycle two students and mean scale scores approximately 5 points higher in the cycle two students.

When examining the differences between cycle one and cycle two data, an important factor to consider is the classification of students with disabilities. This classification or often lack of classification greatly affects the results of the general education population. In the school community, a large number of students qualify for special education but either is identified too late to qualify on annual assessments or is never classified because of parental resistance. We are trying to address these factors in the comprehensive action plan described below. When these qualifying students are factored out, the results are a lot more favorable.

Although we consider the general education numbers, specifically the cycle two numbers as the most valid indicators of proficiency levels, we still feel that it is necessary to look at the school as a whole, its total population, before disaggregating the data.

Percentage of Total Population at or above Proficient 2004 ASK4							
	Cycle 1				Cycle 2		
Subject	Ncount	Proficient/ Advanced Proficient	Partially Proficient	Mean Scale Score	Ncount	Proficient/ Advanced Proficient	Partially Proficient	Mean Scale Score
Language Arts	36	41.7%	58.3%	193.8	26	46.2%	53.8%	197.1
Math	35	34.3%	65.7%	185.9	25	40%	60%	189.6

When looking at the total population at or above the proficient level, the discrepancies between cycle one and cycle two are less pronounced. As opposed to the 7 percentage point increase in percent of general education at the proficient level, there is only a 4.5 percentage point increase in language arts and a 5.7 percentage point increase in math. The mean scale scores are only 3.3 and 3.7 points higher in cycle two as opposed to the five points in the general education population.

It is encouraging that both the general education population and the total population seem to have a higher level of proficiency in cycle two. That this increase is smaller in the total population could have several explanations, one of which may be the problems classifying students with disabilities who are new to the system.   We will continue to monitor how this discrepancy changes as we work to improve procedures for helping students with disabilities get the best possible service, and we will continue to explore why this discrepancy exists and how it can better help us guide the total population toward our goals of 100% proficiency.

Adequate Yearly Progress (AYP)

While the disaggregated data and analysis follow, the chart below illustrates the overall yearly progress in terms of growth for the general education population. The percentage of students at the proficient or advanced proficient has increased yearly, as well as the mean scale score of these students. This growth illustrates both an increase in the number of students passing but also an increase in the average scores of all students.

ESPA / ASK4 Growth 2000-2004 (General Education Students)					
	Language Arts			Mathematics		
	% Proficient or Advanced Proficient	Mean Scale Score	Annual Growth in Percentage Points	% Proficient or Advanced Proficient	Mean Scale Score	Annual Growth in Percentage Points
2000	20.5	166.9	N/A	21.2	168.8	N/A
2001	37.1	189.4	+16.6	20.6	170.0	+.6
2002	34.4	193.2	-2.7	31.3	181.5	+10.7
2003	50	199.7	+15.6	26.5	180.0	-4.8
2004	50	197.8	stable	40	190.7	+13.5

While acknowledging the change from the ESPA in 2002 to ASK4 in 2003, it is useful to look at the progress attained over the past four years, from 2000 to 2004. <u>Both the percentage of students at or above the proficient level has increased over these four years, as well as the mean scale score in both language arts and mathematics.</u> For both subject areas, the progress has been consistent, often in large increases followed by a year of stability or a minute decline before another large increase the next year. This growth pattern seems to be consistent in that large gains are made one year and then maintained the next year before another large gain.

Overall, the percentage of students at or above the proficient level in language arts has increased almost 30 percentage points over four years, and math has increased 20 percentage points, suggesting that the incremental increase in math has been slower. Because last year showed a significant percentage point increase, however, we are hopeful that the mathematics scores will soon be as strong as the language arts scores. Unlike the continued but varied growth rate of the percentage of students at or above the proficient level, the mean scale scores in both subjects have gradually increased each year, yielding an overall increase of 30.9 points in language arts and 21.9 points in mathematics.

The chart below illustrates how Adequate Yearly Progress (AYP) required for Safe Harbor has been reached or striven for each year, including both the target scores and the actual data.

ESPA/ASK4 Percentage Proficient/Advanced Proficient Percent						
General Education						
	Baseline 2001-2002	Target Data 2002-2003	Actual Data 2002-2003	Target Data 2003-2004	Actual Data 2003-2004	Target Data 2004-2005
Language Arts	34.4	41.0	50	55	50	55
Math	31.3	38.2	26.5	33.85	40	46

While the overall increase in percentage of students at or above the proficient level has increased throughout this three-year span, we are working to achieve more consistent progress. While we made the AYP in 2003 in language arts, we need to achieve continuous progress. A staff change was implemented in the area of language arts to address the lack of progress this year, and last year both curriculum and program changes were implemented in language arts.

Also, partly because of the lack of progress in reducing the failure rate in number of students demonstrating proficiency in mathematics in 2002, a staff change was made in mathematics.   While the newly transferred teacher was adjusting to the newly implemented program and with much administrative support and professional development, she overcame the 2003 significantly low scores, although still in the allowable range of 10% decrease in reduction of the failure rate with implementation of a new program. In 2004, however, after she had become more familiar with the program, the percentage at or above the proficiency level in mathematics easily surpassed the Safe Harbor requirement with an almost 20% failure reduction rate in 2004. Hopefully, these changes, in addition to the comprehensive action plan strategies outlined below will help us continue making steady and lasting progress over the next few years so that not only will we continue to reach the Safe Harbor goals in language arts and mathematics, as we often have over the past three years, but we will surpass it.

Disaggregated Data

While it is important to look at the progress of the school as a whole, looking at how individual groups are achieving differently can also help us identify strengths and weaknesses when working with individual subgroups of students to help target them with more effective instruction and teaching techniques. Included below are the disaggregated data required by No Child Left Behind, as well as some additional subgroups we feel are important to monitor.

School Name: Oceanside Charter School				
School Year: 2003-2004				
Subject Area: Language Arts Literacy				
Grade Levels: 4				
Benchmark: 55%				
Subgroup	**% Students Passed**	**% Students Failed**	**% Increase Needed for Safe Harbor**	**Target % for Safe Harbor**	**Number of Students out of Total (36)**
White	100%	0.00%	0.00%	100%	Not Valid – Only One Student
African American	39.4%	60.60%	6.06%	45.46%	33 Students
Hispanic	80%	20%	2.00%	82.00%	Not Valid - 5 Students
Other Racial Groups	0%	0%	0%	0%	
Economically Disadvantaged	37.5%	62.50%	6.25%	43.75%	32 Students
Students with Disabilities	0%	100%	10%	10%	Not Valid - 6 Students
Students with Limited English Proficiency	0%	0%	0%	0%	
Female	45.5%	54.5%			22 - N/A to Safe Harbor
Male	35.7%	64.3%			14 - N/A to Safe Harbor
Migrant	0%	0%	0%	0%	
Students with < 1 Year	30%	70%			10 Students- N/A to Safe Harbor

When analyzing the disaggregated data of Oceanside Charter School, it is extremely important to be aware of the demographics of the school. For example, the 100% passing rate of white students includes only one student, whereas the 39.4% passing rate of African-American students includes over 90% of the fourth grade. Such discrepancies, which at first appear drastic, become more useful to evaluating instruction when the number of students in the subgroup is considered.

In this chart of disaggregated data for various subgroups for language arts literacy and the chart below for mathematics, the most useful analyses seems to be those of subgroups not applicable to the Safe Harbor requirements: gender and new students. For both subjects but even more pronounced in language arts, the students with less than a year in the school had a significantly lower percentage of students passing than the total population. In gender, the discrepancies in passing rates are startlingly large, with the percentage of females at or above the proficiency level in language arts almost 10 percentage points

more than that of the males. In mathematics, the males are at or above the proficiency level by an even larger amount, 18.9 percentage points. Clearly teachers need to be aware of these differences and be very careful to try to address these discrepancies through various teaching techniques, strategies, attitudes, content examples, applications and various other methods. A professional development workshop targeting teaching strategies for working with these subgroups might be helpful in addressing these discrepancies.

School Name: Oceanside Charter School				
School Year: 2003-2004				
Subject Area: Mathematics				
Grade Levels: 4				
Benchmark: 46%				

Subgroup	% Students Passed	% Students Failed	% Increase Needed for Safe Harbor	Target % for Safe Harbor	Number of Students out of Total (36)
White	100%	0.00%	0.00%	100%	Not Valid – Only One Student
African American	34.4%	65.60%	6.56%	40.96%	33 Students
Hispanic	40%	60%	6.00%	46.00%	Not Valid - 5 Students
Other Racial Groups	0%	0%	0%	0%	
Economically Disadvantaged	32%	67.7%	6.77%	39.07%	32 Students
Students with Disabilities	0%	100%	10%	10%	Not Valid - 5 Students
Students with Limited English Proficiency	0%	0%	0%	0%	
Female	27.3%	72.7%			22 - N/A to Safe Harbor
Male	46.2%	53.8%			14 - N/A to Safe Harbor
Migrant	0%	0%	0%	0%	
Students with < 1 Year	20%	80%			10 Students - N/A to Safe Harbor

Comparison to the Charter School Factor Group R, Atlantic City School District, and New Jersey State Averages

NJ ASK4 Percentage of General Education Population at or Above Proficient in Language Arts
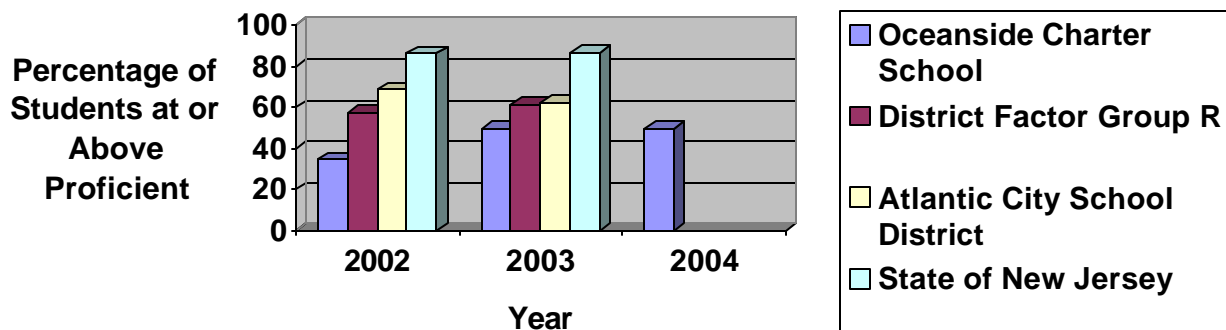
At the time of this report, the 2004 District Factor Group R, Atlantic City School District and State scores for 2004 were not yet available. Because a school is not a self-contained unit but constantly interacting with and a part of several larger communities, it is useful to examine the school's scores and progress in relation to those of several comparable communities.

As a part of district factor group R, all charter schools, Oceanside is steadily closing the achievement gap in language arts literacy, approximately 23.3 percentage points in 2002, to only 11.5 percentage points the next year in 2003. Although we did not increase the percentage of students at or above the proficiency level in language arts from 2003-2004, we are proud that we maintained our earlier gains, and we are curious to see how this compares to the progress of other charter schools.

In comparison to the Atlantic City School District from which almost all of our students come, we have significantly closed the gap in language arts literacy from 34.3 percentage points in 2002 to only 12.2 percentage points in 2003. While we are proud of our steady but maintained progress, we are anxious to see how maintaining this progress in 2004 compares to the achievement of the Atlantic City School District and that of the State of New Jersey. We hope not only to maintain our progress in 2005 but also to increase it as we continue to close the gap between these two comparable district groups and to move towards the state average of approximately 86 percent of students at or above the proficiency level in language arts literacy.

NJ ASK4 Percentage of General Education Population at or Above Proficient in Mathematics
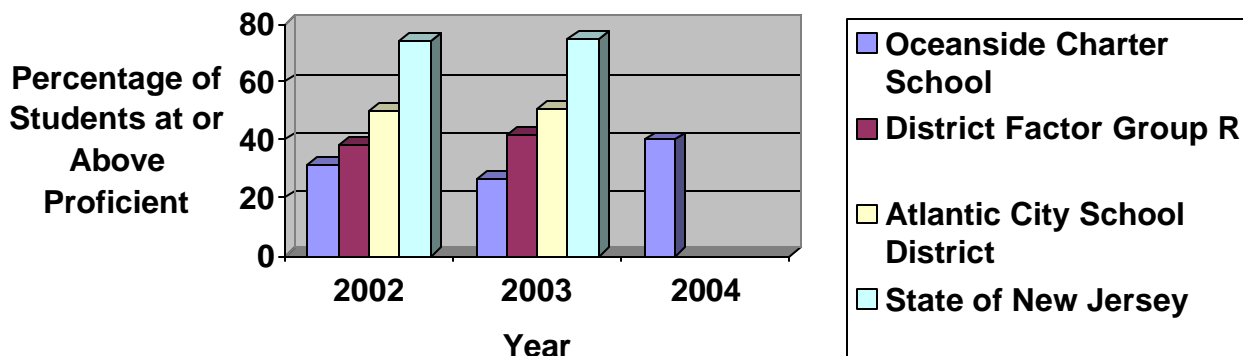
Unlike in language arts literacy, in mathematics the gap between Oceanside Charter School's scores and those of comparable districts and the state increased between 2002 and 2003. In 2004, however, our scores are much higher than they were in 2003, and hopefully we will have made significant progress in closing the gaps between our school and both the charter school district and our feeding district of Atlantic City, as we strive to reach state goals. While the scores of both Atlantic City School District and the state remained almost constant between 2002 and 2003, the Charter school District Factor Group R increased by over 10 percentage points. Hopefully our gain of 13.5 percentage points between 2003 and 2004 will bring us closer to the achievement levels of these districts as we aim to reach state accepted levels and nationally set goals. We are very proud of our progress but will continue to develop and implement the comprehensive action plan described below in order to be sure our gains are permanent and that we continue to improve in both language arts literacy and mathematics.

Comprehensive Strategic Action Plan

Special Education

As mentioned above, a major factor affecting the validity of our general education data is the misidentification of students with disabilities as part of the general education population. While very proud of the progress our special education teachers and students are making, we recognize that the area of special education is still a relatively new and developing area, and we are continuously striving for better procedures to help target the needs of this special population of students. We are in the process of creating an internal child study team, rather than an itinerant one. Two other areas of concern are earlier identification of both students already in Oceanside and the large number of new students we get each year, since early identification has proven to be the number one factor affecting the success of these students.

Also, we are hoping to work more with the community to increase awareness about the prevalence of various learning disabilities to help alleviate any stigmas attached to their identification. We identify several students each year who would qualify for services, but because of parental resistance we are unable to classify these students to help give them the best possible education and the services they deserve. Despite these challenges, we are excited about the growth of our special education department and look forward to addressing these challenges in the upcoming year.

Language Arts Literacy

Language Arts Literacy 2004 Cluster Score Means

From the above line graph, it is clear that in all subject areas of language arts literacy students are very close to the just proficient means, although have much room to work toward the total possible points. The actual point values are given in the table below to show smaller differentiation between the scores of various language arts subject clusters.

2004 Language Arts Cluster Scores for NJ ASK4						
	Writing	**Writing About Pictures**	**Writing About Poems**	**Reading**	**Working with Texts**	**Analyzing Texts**	**Total Score**
General Education Means	8.8	4.4	4.4	10.1	3.4	6.7	18.9
Just Proficient Means	9.0	4.6	4.4	10.0	3.3	6.6	19.0
Total Possible Points	20.0	10.0	10.0	23.0	6.0	17.0	43.0

From the data in the above chart, it seems that the students are slightly more proficient in reading than in writing, being proficient in reading by a very small margin and only partially proficient in writing, but again, by a very small margin. Because the difference is so small, more data is necessary to confirm this conclusion, and next year's data hopefully will give more concrete information about such strengths and weaknesses.

Within the writing section, it appears that students are better at writing about poems, since they achieved the just proficient means, but fell just short of the just proficient means in writing about pictures by .6 points. Possibly more emphasis was given to writing about poems than pictures, but the teacher would be better able to suggest why this difference occurred and how to address it in her teaching next year. In reading, overall the students surpassed the just proficient means by .1 point. While we are pleased that the students overall achieved the just proficient means by .1 point in reading, we will be continuing to use pre-assessment, small group tutoring and a variety of teaching techniques and strategies to continue to address individual student needs to continue to raise these scores beyond the minimum just proficient means and closer to statewide and national goals.

Mathematics

Mathematics 2004 Cluster Score Means
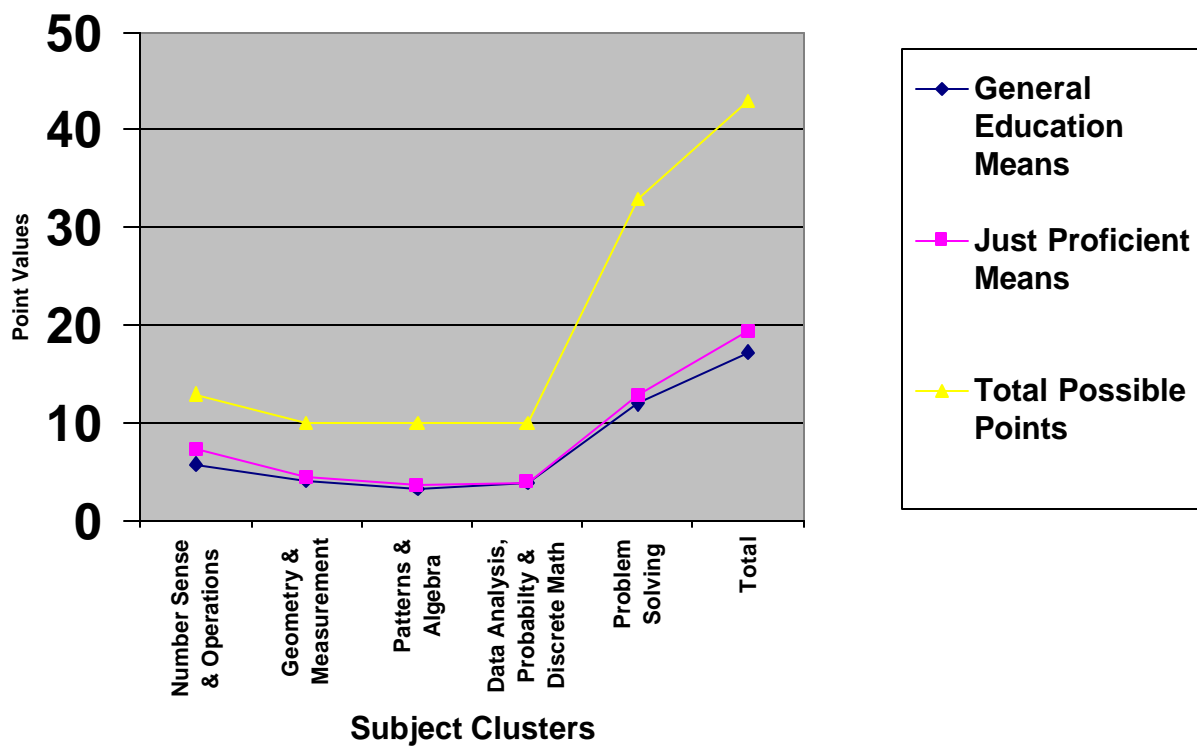
2004 Mathematics Cluster Scores for NJ ASK4						
	Number Sense & Operations	Geometry & Measurement	Patterns & Algebra	Data Analysis, Probability & Discrete Math	Problem Solving	Total Score
General Education Means	5.8	4.2	3.3	4.0	12.0	17.3
Just Proficient Means	7.3	4.5	3.7	4.0	12.9	19.5
Total Possible Points	13.0	10.0	10.0	10.0	33.0	43.0

While in language arts, the mean score of the general education population was only .1 point lower than the just proficient means, in mathematics, this difference is 2.2 points, suggesting an even greater effort needed in the area of mathematics to get the general education means up to the just proficient means. While the data analysis cluster achieved the just proficient means, the areas of problem solving, geometry and patterns all were less than 1 point lower than the just proficiency means, suggesting a close margin to getting these means up to the just proficient means. Clearly, the area with the greatest need for improvement, however, is number sense and numerical operations, as shown by the difference of 1.3 points between the general education means and the just proficient means. Hopefully this awareness will help the teacher strengthen all cluster areas, with a greater emphasis especially on number sense and numerical operations, a basic understanding of mathematical functions which will hopefully help all the areas to improve. Using the strategies and approaches discussed below, we hope to bring each of the cluster scores as well as the totals up and above the just proficient means to help the students excel beyond the just proficient means toward state and national goals.

Overall Improvement Plan for Core Subject Instruction

In addition to the above mentioned subject area specific goals, we hope to raise the scores in both core areas in various ways. We need to be careful to make sure the needs of newly transferred students are identified and met through careful pre-assessment and continued monitoring, as well as through efforts to help ease the difficulty of transitioning into a new community. As mentioned in the above disaggregated data section, we are also going to work to be sure that any gender discrepancies and newly transferred students are addressed and remedied in both language arts and mathematics.

While we aim to have the strongest teachers for each subject area and grade level, we also recognize the need for consistency for both the teachers and the students and are therefore working to increase staffing consistency and ongoing professional development. Teachers are now and will be continuously encouraged to make the greatest effort to get to know their students as individuals and as individual learners with individual needs. In recognizing and working with individual learners we also hope not only to raise the percentage of students at the proficiency level but work to challenge more individuals to excel into the advanced proficient level, an area we need to be increasing for the good of our exceptional students.

As we are striving for AYP, we will continue to address individual strengths and weaknesses with an ongoing comprehensive strategic action plan, involving pre-assessment, identification of individual student strengths and weaknesses and both whole class and small-group instruction to target these individual needs to continue to raise scores and achievement levels in the general education population, as well as individual subgroups. We are excited about and proud of how much progress we have made since our inception in 1999, and we look forward to even greater gains as we continue to grow.

GEPA 2004

The Grade Eight Proficiency Test (GEPA) has been administered according to state and national regulations each year since Oceanside Charter School added an eighth grade in the 2001-2002 school year.   GEPA is designed to assess basic skills and knowledge at the eighth grade level, in accordance with the NJ Core Curriculum Content Standards. It serves as a measure of individual and school progress and can be an early indicator of performance on the grade eleven High School Proficiency Test. The GEPA consists of the following three subject areas: language arts literacy, mathematics and science. The questions involve several content clusters within each subject area and assess knowledge and skills at various levels through both multiple-choice and open-ended question formats.

Proficiency Levels

Ultimately Oceanside Charter School is striving for 100% proficiency or advanced proficiency by the year 2014 as required by the No Child Left Behind Act. From its baseline levels on the GEPA in 2002, Oceanside Charter School's immediate goal has been to reach the Adequate Yearly Progress (AYP) guidelines set by the State of New Jersey and to remain within the state Safe Harbor guidelines of 10% annual reduction in the failure rate. While the area of science is making considerable progress, language arts and especially mathematics continue to challenge us to make greater progress in the coming years. The AYP goals, however, will be discussed in more detail following an analysis of this year's cycle one and cycle two data.

Shown below are the 2004 percentage rates of proficiency for the general education population of both cycle one and cycle two, where only general education students with a full year (using the July 1st cutoff date established by the State of New Jersey) are included in the data.

Percentage of General Education Population at or above Proficient 2004 GEPA							
	Cycle 1				Cycle 2		
Subject	Ncount	Proficient/ Advanced Proficient	Partially Proficient	Mean Scale Score	Ncount	Proficient/ Advanced Proficient	Partially Proficient	Mean Scale Score
Language Arts	31	41.9%	58.1%	195.3	24	41.7%	58.3%	193.7
Math	33	12.1%	87.9%	178.7	25	8%	92%	175.3
Science	32	56.3%	43.8%	203.0	24	50%	50%	202

This year's GEPA scores demonstrate Oceanside's increasingly strong science program in both the cycle one and cycle two data. The cycle one 56.3% passing rate is very encouraging, as we aim to reach the state average of approximately 80% passing, and the

mean scale score above the passing score of 200 in both cycle one and cycle two data are very positive. Even though the cycle two data is not as strong as the cycle one data, the margin of difference in the mean scale scores is only one point of difference, suggesting the smallest difference between the cycles of all three subjects. The area of language arts literacy is fairly consistent in the two cycles of data, varying by less than half a percentage point in its proficiency rate and by less than 2 points in its mean scale score. In mathematics, however, the mean scale scores differ by 3.4 percentage points, and the percentage of cycle two students in the partially proficient range is alarmingly high at 92%. A more detailed analysis of the mathematics scores and a comprehensive corrective action plan to raise these scores will be discussed in more detail below.

One area of concern initially seems to be the lower cycle two data. In contrast to the fourth grade NJ ASK4 data where the cycle two data was much stronger than the cycle one data, the cycle two data in 8th grade is not as strong as the cycle one data. While there are several possible explanations, it is likely that a student transferring into a charter school in eighth grade is leaving his current school at a time when typically social factors are very important and is transferring into the charter school for only one year. Oceanside Charter School is competitive, requiring parental involvement and a combination waiting list/lottery entrance process. It is possible that the type of student likely to transfer into a new school in eighth grade may be a more academically motivated student.

Another important factor to consider when examining the differences between cycle one and cycle two data is the classification of students with disabilities. This classification or often lack of classification greatly affects the results of the general education population. In the school community, a large number of students qualify for special education but either are identified too late to qualify on annual assessments or are never classified because of parental resistance. We are trying to address these factors in the comprehensive action plan described below. When these qualifying students are factored out, the results are a bit more favorable, as shown below.

Percentage of General Education Population at or above Proficient 2004 GEPA AFTER ADJUSTMENT FOR QUALIFYING SPECIAL EDUCATION STUDENTS								
		Cycle 1				Cycle 2		
Subject	Ncount	Proficient/ Advanced Proficient	Partially Proficient	Mean Scale Score	Ncount	Proficient/ Advanced Proficient	Partially Proficient	Mean Scale Score
Language Arts	29	44.8%	55.2%	198.8	22	45.5%	54.5%	198.2
Math	31	12.9%	87.1%	180.2	23	8.7%	91.3%	177.1
Science	31	58.1%	41.9%	204.0	23	52.2%	47.8%	203.3

When looking at the differences once these qualifying students are factored out, the largest difference seems to be in language arts, where both the percentage of students at

the proficient level and the mean scale score went up three points. The difference in science is almost negligible, two percentage points and one mean scale score point, since only one of the qualifying students had a valid score for science. In math, it is also negligible, only increasing approximately one percentage point and only 1.4 mean scale score points.

Although we consider the general education numbers, specifically the cycle two numbers, as the most valid indicators of proficiency levels, we still feel that it is necessary to look at the school as a whole, its total population, before disaggregating the data.

| Percentage of Total Population at or above Proficient
2004 GEPA | | | | | | | |
| Subject | Cycle 1 | | | | Cycle 2 | | |
	Ncount	Proficient/ Advanced Proficient	Partially Proficient	Mean Scale Score	Ncount	Proficient/ Advanced Proficient	Partially Proficient	Mean Scale Score
Language Arts	34	38.2%	61.8%	190.5	27	37%	63%	187.9
Math	36	11.1%	88.9%	176.6	28	7.1%	92.9%	173.0
Science	35	51.4%	48.6%	201.4	27	44.4%	55.6%	200.1

Again, the data from the total population supports the strength of the science program, with the mean scale score in both cycles of data still above the passing level and in cycle one with more than half the students still at the proficient level. This data may suggest that the special education students, while still not passing tend to score higher on average than they do in language arts at least, where the mean scale score fell significantly between general education and total population scores. In the other two subject areas, the difference between the two cycles is fairly similar to the results shown above for the general education population. We aim to help all our students increase their scores and knowledge base toward the goal of 100% proficiency. Hopefully the growing strength of our special education department will help give students with special needs the tools they need to succeed and achieve at or very close to the level of the general education population.

Adequate Yearly Progress (AYP)

While the disaggregated data and analysis follow, the chart below illustrates the overall yearly progress in terms of growth for the general education population. Although the school was opened in 1999, the 2001-2002 was the first year Oceanside Charter School had an 8th grade. The chart below shows our growth in terms of GEPA over the past two years.

GEPA Growth 2002-2004 (General Education Students)									
	Language Arts			Mathematics			Science		
	% Proficient or Advanced Proficient	Mean Scale Score	Annual Growth in Percentage Points	% Proficient or Advanced Proficient	Mean Scale Score	Annual Growth in Percentage Points	% Proficient or Advanced Proficient	Mean Scale Score	Annual Growth in Percentage Points
2002	53.8%	204.8	N/A	22.2%	185.2	N/A	55.6%	205.6	N/A
2003	48.3%	196.8	-5.5	6.9%	173.3	-15.3	34.5%	193.7	-21.1
2004	41.9%	195.3	-6.4	12.1%	178.7	5.2	56.3%	203.0	21.8

Having developed an eighth grade class in 2002, patterns of GEPA assessment and growth are still developing. As we gather more data in the next few years, hopefully the positive trend of growth in this year's math and science scores will continue and consistently grow. The decrease in scores in 2003, since it is consistent across all three disciplines, may be a result partly of the lack of intensity in the comprehensive corrective action plan that year. In 2002, the first year the GEPA was given at Oceanside Charter School, we implemented an intensive correction action plan in both fourth and eight grade, supplementing classroom instruction with small-group tutoring and aftercare programs designed to support GEPA preparation. The positive results in language arts and in science may have appeared to decrease the need for such intensive test preparation, which was not implemented as strongly in 2003. After 2003's scores, however, we once again returned to the supplemental instruction and corrective action plan, which we hope to continue in the coming years and therefore support and maintain this year's incremental increases in scores in mathematics and science.

Because of immediate attention needed to remedy the drastically low scores in math, however, we changed teachers after the 2002 scores, we believed that the teacher demonstrated; a willingness to participate in professional development; a comprehensive understanding of state standards; and a strong understanding of math strategies. However, we believed that she would have more success managing instruction and students' behaviors in 4[h] grade and thus, she was moved to the 4[h] grade. The middle school teacher who was hired in 2002 was move to sixth grade in 2003 and ultimately terminated. After a tremulous two years, the position was filled with a middle-school math veteran, of over 18 years. The math program and the school curriculum however were new. We are proud of the foundations laid in the past year and we're anxiously looking forward to next year's results. The math teacher is now familiar with the program and the school curriculum. She will be able to tailor the corrective action plan to our identified strengths and weaknesses. Also due to the consistent although minor drop in language arts scores, we have recruited a 9 year experienced middle-school teacher. We

feel confident about this year's teachers, and are looking forward to the consistency they will be able to provide for our students in the coming years.

The chart below illustrates how Adequate Yearly Progress (AYP) required for Safe Harbor has been reached or striven for each year, including both the target scores and the actual data.

GEPA Percent of General Education Population at Proficient /Advanced Proficient						
	Baseline 2001-2002	Target Data 2002-2003	Actual Data 2002-2003	Target Data 2003-2004	Actual Data 2003-2004	Target Data 2004-2005
Language Arts	53.8	58.4	48.3 (-10.1)	53.5	41.9 (-11.6)	47.7
Math	22.2	30.0	6.9 (-23.1)	16.2	12.1 (-4.1)	20.9
Science	55.6	60.0	34.5 (-25.5)	41.1	56.3 (15.2)	60.7

While we are working toward the 10% reduction in the failure rate required for Safe Harbor by the State of New Jersey, this year was the first year we achieved and even surpassed this requirement in science. This growth in science is especially pleasing, since last year it was the furthest from reaching the target data. In mathematics this year we came very close to reaching the Safe Harbor goal missing it by only 4.1 percentage points, as compared to 23 percentage points the previous year. While we are glad the math scores have increased, they are one of our greatest areas of concern, with only 12% of the general education population at or above the proficiency level. While mathematics has the lowest of all the subject areas in the state averages as well, we feel that 12 percent is alarmingly low. In order to address this immediate need, strategies for increasing proficiency in math are outlined in the comprehensive corrective action plan below. In language arts, there has been no growth, but the annual decrease was smaller than in the other subject areas in 2003. Like math, however, the overall drop of 12 points makes language arts literacy in eighth grade another critical area of concern.

Disaggregated Data

Although it is important to look at the progress of the school as a whole, looking at how individual groups are achieving differently can also help us identify strengths and weaknesses when working with individual subgroups of students to help target them with more effective instruction and teaching techniques. Included below are the disaggregated data required by No Child Left Behind, as well as some additional subgroups we feel are important to monitor.

School Name: Oceanside Charter School				
School Year: 2003-2004				
Subject Area: Language Arts Literacy				
Grade Levels: 8				
Benchmark: 53.5%				

Subgroup	% Students Passed	% Students Failed	% Increase Needed for Safe Harbor	Target % for Safe Harbor	Number of Students out of Total (34)
White	0%	100%	10%	10%	Not Valid – Only One Student
African American	41.9%	58.1%	5.81%	47.71%	31 Students
Asian	0%	100%	10%	10%	Not Valid – Only One Student
Hispanic	0%	100%	10%	10%	Not Valid – Only One Student
Other Racial Groups	0%	0%	0%	0%	
Economically Disadvantaged	27.6%	72.4%	7.24%	34.84%	29 Students
Students with Disabilities	0%	100%	10%	10%	Not Valid - 3 Students
Students with Limited English Proficiency	0%	0%	0%	0%	
Female	57.9%	42.1%			19 - N/A to Safe Harbor
Male	13.3%	86.7%			15 - N/A to Safe Harbor
Migrant	0%	0%	0%	0%	
Students with < 1 Year	43%	57%			7 Students- N/A to Safe Harbor

When analyzing the disaggregated data of Oceanside Charter School, it is extremely important to be aware of the demographics of the school. Thirty-three of the 36 valid scores were from African-American students, and the passing rate for this subgroup matches that of the general education population of the school exactly. The three other students representing three other subgroups in the school has a passing rate of zero. With the data representing such small subgroups, it is nearly impossible to draw any positive conclusions from these numbers. Both the economically disadvantaged and the newly transferred in students are passing at a lower rate than the general education population, but the students with less than a year are only about 1 percentage point from the general education population passing rate. The economically disadvantaged students are passing at a lower rate by 14.3 percentage points, however, a deficiency which may be best

addressed in aftercare programs or varied teaching strategies. This discrepancy could also be addressed in a professional development workshop on teaching strategies targeting economically disadvantaged students.

In this chart of disaggregated data for language arts literacy and the chart below for mathematics, gender subgroups are of great concern, although not for Safe Harbor requirements. In language arts, the percentage of females at the proficient level surpasses that of males by 44.6 percentage points, while in mathematics the males surpass the females by 13.8 (Females passed at a rate of only 5%). In science this disparity is much smaller although still present, with females passing at a higher rate by only 8.3 percentage points. While the female dominance in science is unusual, it is small enough to suggest that both genders are encouraged to excel in science. Although some gender discrepancy is common in language arts and mathematics, the size of the gap is concerning, and both the causes of and possible measures for mitigating such a large discrepancy in language arts and mathematics needs to be addressed, most likely through professional development workshops, either as a whole school or by subject areas.

	School Name: Oceanside Charter School				
	School Year: 2003-2004				
	Subject Area: Mathematics				
	Grade Levels: 8				
	Benchmark: 16.2%				
Subgroup	**% Students Passed**	**% Students Failed**	**% Increase Needed for Safe Harbor**	**Target % for Safe Harbor**	**Number of Students out of Total (36)**
White	0%	100%	10%	10%	Not Valid – Only One Student
African American	12.1%	87.9%	8.79%	20.89%	33 Students
Asian	0%	100%	10%	10%	Not Valid – Only One Student
Hispanic	0%	100%	10%	10%	Not Valid – Only One Student
Other Racial Groups	0%	0%	0%	0%	
Economically Disadvantaged	12.9%	87.1%	8.71%	21.61%	31 Students
Students with Disabilities	0%	100%	10%	10%	Not Valid – 3 Students
Students with Limited English Proficiency	0%	0%	0%	0%	
Female	5%	95%			20 - N/A to Safe Harbor
Male	18.8%	81.3%			16 - N/A to Safe Harbor
Migrant	0%	0%	0%	0%	
Students with < 1 Year	25%	75%			8 Students - N/A to Safe Harbor

In mathematics the subgroup conclusions discussed above apply as well, with the exception of the economically disadvantaged subgroup passing at a similar rate to the general education population and the students with less than a year passing at a higher rate than the general education population.

School Name: Oceanside Charter School					
School Year: 2003-2004					
Subject Area: Science					
Grade Levels: 8					
Benchmark: 41.1%					
Subgroup	% Students Passed	% Students Failed	% Increase Needed for Safe Harbor	Target % for Safe Harbor	Number of Students out of Total (35)
White	0%	100%	10%	10%	Not Valid – Only One Student
African American	56.3%	43.8%	4.38%	60.7%	32 Students
Asian	0%	100%	10%	10%	Not Valid – Only One Student
Hispanic	0%	100%	10%	10%	Not Valid – Only One Student
Other Racial Groups	0%	0%	0%	0%	
Economically Disadvantaged	46.7%	53.3%	5.33%	52.03%	30 Students
Students with Disabilities	0%	100%	10%	10%	Not Valid - 3 Students
Students with Limited English Proficiency	0%	0%	0%	0%	
Female	55.0%	45.0%			20 - N/A to Safe Harbor
Male	46.7%	53.3%			15 - N/A to Safe Harbor
Migrant	0%	0%	0%	0%	
Students with < 1 Year	75%	25%			8 Students- N/A to Safe Harbor

As discussed above, the science data is pretty consistent between the subgroups and the general education population. Only in the areas of economically disadvantaged and males are there discrepancies of approximately 10 percentage points between the subgroup and the general education population. As with mathematics, the newly transferred students are passing at a higher rate than the general education population students. This discrepancy may be explained as in the cycle two data, with students willing to transfer into a charter school in their eighth grade year tending to be more academically-focused students in general.

Comparison to the Charter School Factor Group R, Atlantic City School District, and New Jersey State Averages

GEPA Percentage of General Education Population at or Above Proficient in Language Arts
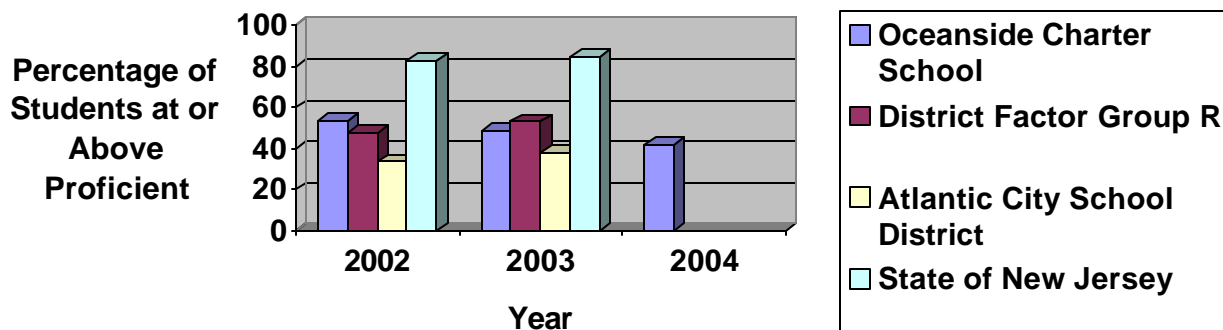
At the time of this report, the 2004 District Factor Group R, Atlantic City School District and state scores for 2004 were not yet available. Because a school is not a self-contained unit but constantly interacting with and a part of several larger communities, it is useful to examine the school's scores and progress in relation to those of several comparable communities.

In comparison to the Atlantic City School District which is the sending district for almost all of our students, and the District Factor Group R which is the district factor group for all New Jersey Charter Schools, the language arts scores are very favorable. Although the Atlantic City School District se4ems to be closing the gap, we have been approximately 20 and 10 percentage points above them in the past two years, and even our 2004 scores are higher than their 2003 scores. In both 2002 and 2003 we have been within a 4 to 6 percentage point range of the district factor group R scores, higher one year and lower the next. This year we are only about 11 percentage points from last year's scores, but it is necessary to have their data to make any valid comparison about this year's data. In both years the state average has been approximately 83% at the proficiency level, which if it is maintained this year means we are about half way toward reaching the state average and will be looking for ways in the corrective action plan to ensure that we remain on par with or above similar district scores as we aim for state levels and ultimately 100% proficiency in language arts literacy.

GEPA Percentage of General Education Population at or Above Proficient in Mathematics
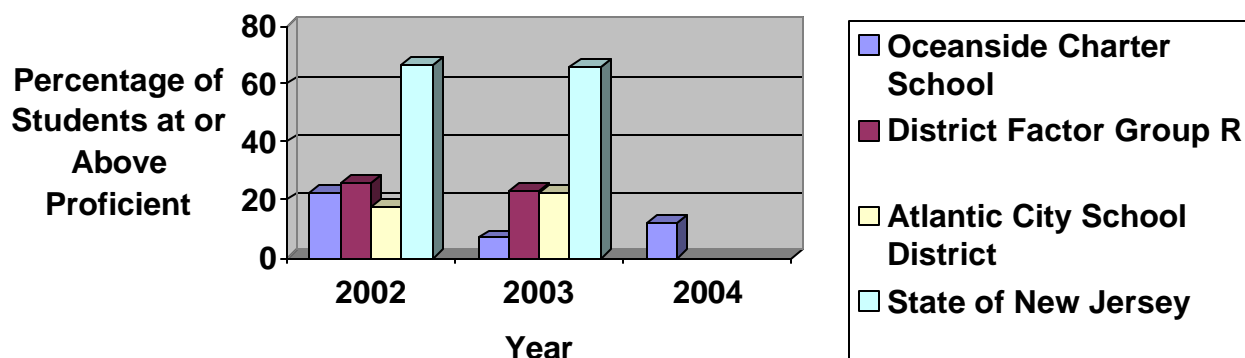
As shown above, we were in a very favorable position between the two comparable districts in math in 2002. Because our math scores were so much lower than our other subject area scores in 2002, however, we changed teachers. That change did not help increase the scores, however, as shown by their uncharacteristically dramatic low in 2003. We changed teachers once again, however, and in 2004 they increased. The overall state average for math does seem to be a lot lower than the state average in other subject areas, with only about 66% of students throughout the state consistently at the proficient level. Our initial scores in 2002 were only 44 percentage points lower than the state average. We are hoping that this year's growth continues in coming years and that the 2004 data from both comparable districts and the state help us to strengthen our eighth grade math program to keep it on par with both these districts and the state.

GEPA Percentage of General Education Population at or Above Proficient in Science
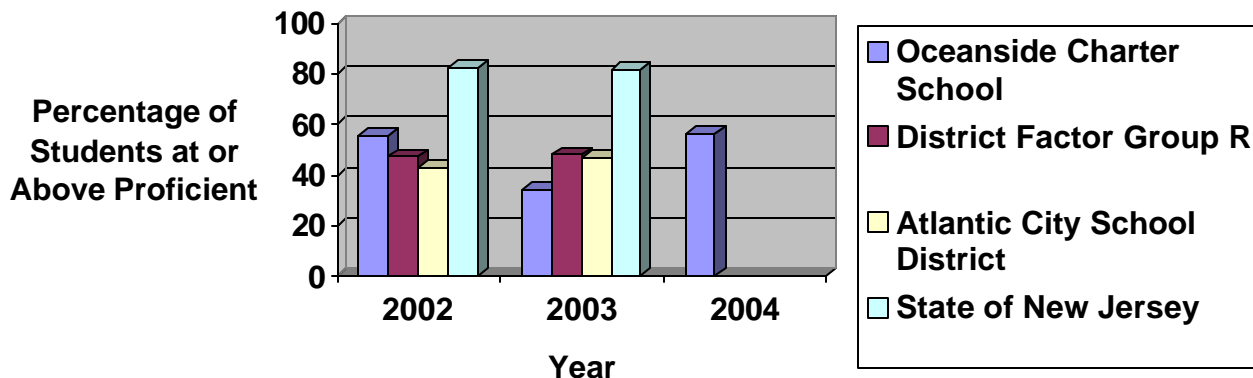
As our most consistently strong subject area, we are extremely proud of our science scores, especially in comparison to local districts and state averages. Even though we had a slight dip in 2003, this year's rate of 56.3% passing brings us back above our baseline data of 55.6% in 2002. Both years' data, with more than half the general education population above the proficiency level is higher by about 10 percentage points on average than the levels in the Atlantic City school districts and the district factor group for all charter schools in New Jersey. Our percentage at the proficiency level is only about 26 percentage points from the state average. Our immediate goal is to maintain this progress as we aim for the state average of approximately 80% of our students at or above the proficiency level in science.

Comprehensive Strategic Action Plan

Special Education

As mentioned above, a major factor affecting the validity of our general education data is the misidentification of students with disabilities as part of the general education population. While very proud of the progress our special education teachers and students are making, we recognize that the area of special education is still a relatively new and developing area, and we are continuously striving for better procedures to help target the needs of this special population of students. We are in the process of creating an internal child study team, rather than an itinerant one. Two other areas of concern are earlier identification of both students already in Oceanside and the large number of new students transferring in each year, since early identification has proven to be the number one factor affecting the success of these students.

Also, we are hoping to work more with the community to increase awareness about the prevalence of various learning disabilities to help alleviate any stigmas attached to their identification. We identify several students each year who would qualify for services, but

because of parental resistance we are unable to classify these students to help give them the best possible education and the services they deserve. Despite these challenges, we are excited about the growth of our special education department and look forward to addressing these challenges in the upcoming year.

Language Arts Literacy

Language Arts Literacy 2004 Cluster Score Means

2004 Language Arts Cluster Scores for GEPA					
	Writing	**Reading**	**Interpreting Text**	**Analyzing/ Critiquing Texts**	**Total Scale Score Means**
General Education Means	11.5	17.8	8.7	9.2	195.3
Just Proficient Means	11.5	19.5	9.3	10.2	
Total Possible Points	26	36	15	21	

As the total scale score means suggests, the general education population is very close to the just proficient means in language arts literacy overall. In planning for next year and evaluating this year's scores, it is important to analyze how the students performed in each subject cluster. While the general education means met the just proficient means exactly in writing, this instruction needs to be maintained at its current level and even improved if possible. Reading, however, appears to need even more emphasis than it has been given previously, or possibly the instruction may need to be re-structured or re-

designed based on more specific analysis done in next year's pre-assessment of which areas in reading are more challenging or confusing for the students. Although in the graph above reading appears to be further from the just proficient means than any other cluster area, reading, interpreting and analyzing all have between four and five percent difference between the general education score and the just proficient means. While reading may be the more critical skill, both interpreting texts and analyzing texts should be practiced more or in varying ways to expand the students' ways of approaching texts and to encourage and help develop their current efforts.

Mathematics

Mathematics 2004 Cluster Score Means
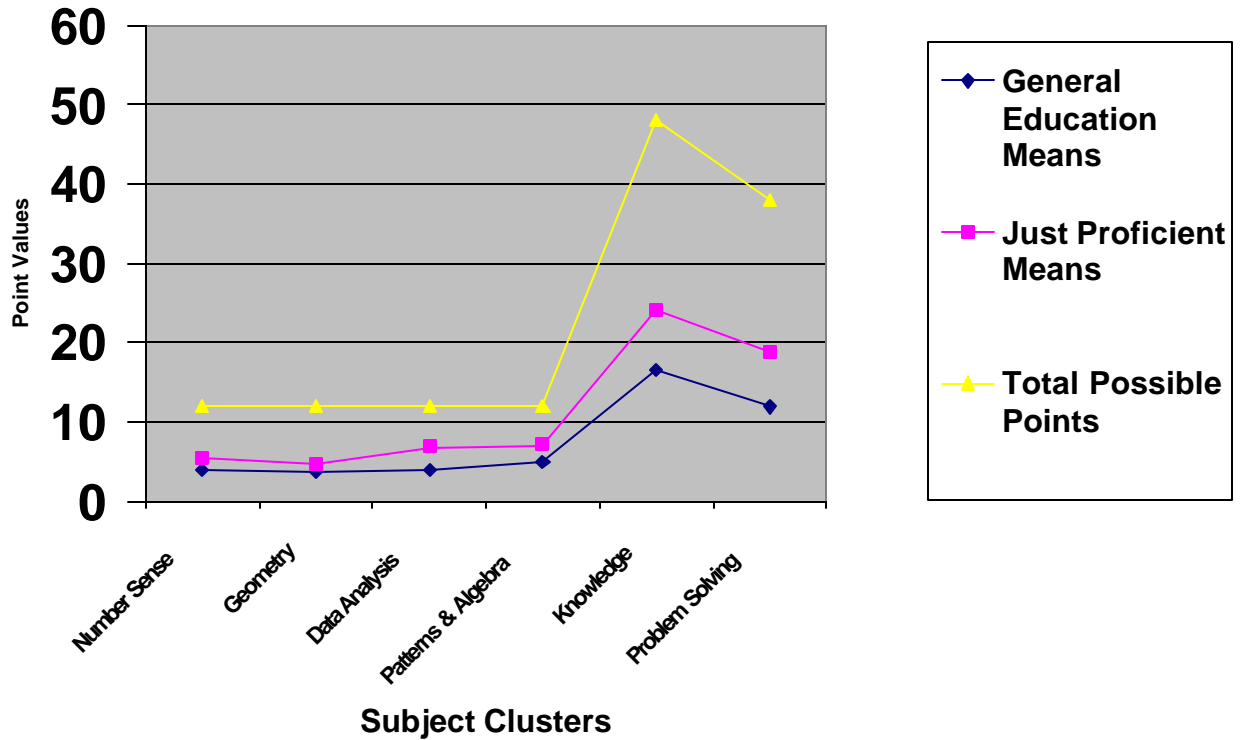
	Number Sense, Concepts & Applications	Spatial Sense & Geometry	Data Analysis, Probability, Statistics & Discrete Math	Patterns, Functions & Algebra	Knowledge	Problem Solving Skills	Total Scale Score Means
2004 Mathematics Cluster Scores for GEPA							
General Education Means	3.9	3.6	3.9	5.0	16.5	11.9	178.7
Just Proficient Means	5.4	4.7	6.8	7.1	24.0	18.7	
Total Possible Points	12	12	12	12	48	38	

In mathematics, all cluster areas need improvement. Problem solving skills are more lacking than actual knowledge, with the difference between the general education means

and the just proficient means approximately 17.9% and 15.6% respectively. In the content area clusters, the data analysis category is the most lacking with approximately a 25% difference, followed by the number sense category at 13%, spatial sense at 9% and least lacking the patterns category at 2% difference. Knowing these strengths and weaknesses should help the teacher evaluate and address both her own tendencies in teaching and possible tendencies in this year's incoming class of students. One recommendation is more of a focus on process-oriented activities involving problem-solving skills, in addition to already implemented knowledge-focused activities. The teacher should develop a detailed action plan as she assesses her own teaching strategies and both the needs and learning preferences of the incoming class.

<u>Science</u>

Science 2004 Cluster Score Means
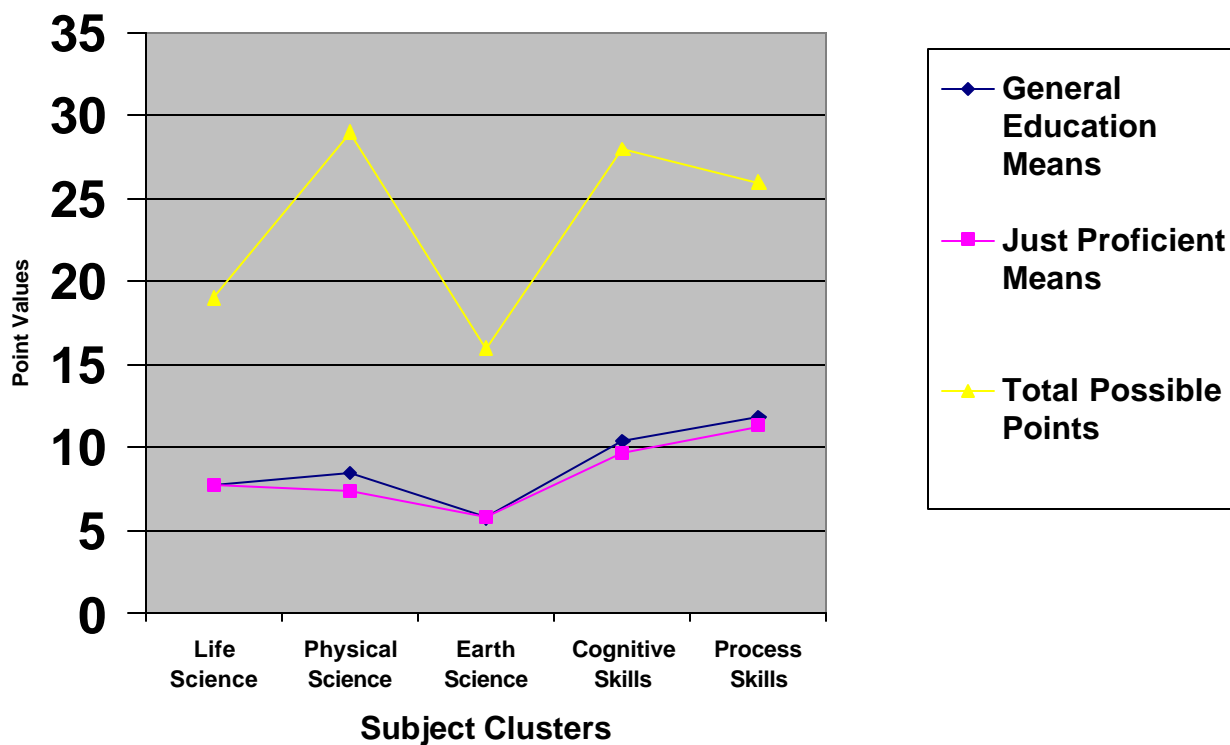
2004 Science Cluster Scores for GEPA						
	Life Science	**Physical Science**	**Earth Science**	**Cognitive Skills**	**Process Skills**	**Total Scale Score Means**
General Education Means	7.8	8.5	5.8	10.4	11.8	203.0
Just Proficient Means	7.8	7.4	5.8	9.7	11.3	
Total Possible Points	19	19	16	28	26	

In contrast to the results in mathematics, the students are excelling in both the skill-focused areas in science, and in both skill areas the general education means are above the just proficient means. In terms of knowledge, life science and earth science seem to be fairly equal, with both areas having general education means exactly at the just proficient means. Physical science, however, seems to be stronger than the other two

science content areas, surpassing the just proficient means by over a point, or 6%. The results suggest balanced and consistently strong instruction in all content clusters and as geared toward different subgroups discussed above in the disaggregated data section. This progress needs to be maintained by continuing the current level and intensity of instruction and continuing to assess and work with individual needs of the students.

Overall Improvement Plan for Core Subject Instruction (much is the same as in the ASK4

In addition to the above mentioned subject area specific goals, we hope to raise the scores in each of the core areas in various ways. We are aiming to address the individual needs of each student through careful pre-assessment and continued monitoring. As mentioned in the above disaggregated data section, we are also going to work toward addressing and mitigating gender discrepancies in both language arts and mathematics. Also, we currently implement a comprehensive corrective action plan in the fourth grade and eighth grade.

While we aim to have the strongest teachers for each subject area and grade level, we also recognize the need for consistency for both the teachers and the students and are therefore working to increase staffing consistency and ongoing professional development. Teachers are now and will be continuously encouraged to make the greatest effort to get to know their students as individuals and as individual learners with individual needs. In recognizing and working with individual learners we also hope not only to raise the percentage of students at the proficiency level but also to challenge more individuals to excel into the advanced proficient level, an area we need to be increasing for the good of our exceptional students. At present none of the eighth grade students achieved scores at the advanced proficient level, but we feel strongly that many of our students can and should be achieving at this level. Hopefully, pre-assessments will help guide our progress toward more advance proficient achievement.

As we are striving for AYP, we will continue to address individual strengths and weaknesses with an ongoing comprehensive strategic action plan, involving pre-assessment, identification of individual student strengths and weaknesses and both whole class and small-group instruction to target these individual needs to continue to increase scores and achievement levels in the general education population, as well as in individual subgroups. We are excited about and proud of how much progress we have made since our inception in 1999, and we look forward to even greater gains as we continue to grow.

TerraNova

Oceanside Charter School feels it is important for assessment to be frequent and consistent. Therefore, in addition to the state-required NJ ASK4 and GEPA in fourth and eighth grade we require all students to take the nationally approved TerraNova test annually. In this way we have continual assessment data for our students and teachers to monitor their ongoing progress. The TerraNova is a norm-referenced assessment tool in the subject areas of reading, language, mathematics, science and social studies. It uses open-ended questions to measure knowledge and critical process skills, as determined by national content standards. We have administered this test annually since 1999 in grades kindergarten through 8th grade to chart the progress of individual, students, teachers and the school as a whole. In looking at both grade level growth and cohort growth in each of the subject areas, we used the mean normal curve equivalent (MNCE) as the unit of measure, since it is the simplest way to compare data across subject areas. The results in general have been very positive, although cohort analysis suggests that the transient population from local sending districts may be lowering the scores in some subject areas. This data is especially interesting when compared to the NJ ASK4 and GEPA results, which show the Atlantic City school district with higher overall average NJ ASK4 and GEPA scores than Oceanside Charter School. This area will require further study in the coming years.

Reading

	OCEANSIDE CHARTER SCHOOL **MEAN NORMAL CURVE EQUIVALENT SCORES** All Students for All 2 Years By Grade READING				
	2003		**2004**		**GAIN (+ / -)**
GRADES	**(N)**	**SCORE**	**(N)**	**SCORE**	
KG	27	48.48	37	53.11	4.63
1	27	51.11	31	54.55	3.44
2	28	41.82	36	51.31	9.49
3	36	33.58	36	47.50	13.92
4	36	40.11	35	36.11	(4.00)
5	33	37.76	36	45.22	7.46
6	36	42.86	33	44.67	1.81
7	35	37.71	36	48.17	10.46
8	36	32.36	35	47.40	15.04
(N) = Number of Students for All 2 Years					

The above chart shows the 2003 and 2004 mean normal curve equivalent scores for all students by grade, charting the overall progress of grade level scores. As shown, all grade level scores increased, with the exception of fourth grade, which fell by less than 5 points. The eighth grade scores increased by over 15 points, the third grade showed the next greatest growth of almost fourteen points. In terms of grades showing the least amount of growth, fourth grade, as mentioned, was the only grade to show negative growth of 4 points, with sixth grade as the next least, showing positive growth of almost two points.

OCEANSIDE CHARTER SCHOOL
COHORT ANALYSIS (MNCE) SCORES
READING

GRADES	2003			2004			GAIN (+ / -)
	GRADE	(N)	SCORE	GRADE	(N)	SCORE	
K – 1ST	K	18	49.56	1	18	56.39	6.83
1ST – 2ND	1	23	53.17	2	23	53.04	(0.13)
2ND – 3RD	2	20	41.30	3	20	46.80	5.50
3RD – 4TH	3	23	35.39	4	23	39.26	3.87
4TH – 5TH	4	19	40.05	5	19	40.05	0.00
5TH – 6TH	5	28	39.21	6	28	44.04	4.83
6TH – 7TH	6	23	44.78	7	23	50.61	5.83
7TH – 8TH	7	24	39.33	8	24	47.50	8.17
(N) = Number of Students who have attended all 2 years							

In terms of cohort analysis in reading, the results vary slightly, with the third to fourth cohort and the first to second cohorts showing no growth at all. Interestingly, the greatest amount of growth was shown in the first two years and the last two years of schooling. The greatest amount of growth was in the seventh to eighth grade cohort as before with the total population but also in the K to first grade.

OCEANSIDE CHARTER SCHOOL
COHORT ANALYSIS (MNCE) SCORES
READING

GRADES		2003					2004					
	GR	< 1 YEAR	SCORE	(N)	SCORE	GR	< 2 YEARS	SCORE	GAIN (+/-)	(N)	SCORE	GAIN (+/-)
						K	3	55.00				
K – 1ST	K	26	47.58	18	49.56	1	2	48.00	0.42	18	56.39	6.83
1ST – 2ND	1	1	41.00	23	53.17	2	3	64.33	23.33	23	53.04	(0.13)
2ND – 3RD	2	0	0.00	20	41.30	3	1	32.00	32.00	20	46.80	5.50
3RD – 4TH	3	3	28.67	23	35.39	4	6	26.33	(2.34)	23	39.26	3.87
4TH – 5TH	4	0	0.00	19	40.05	5	9	52.56	52.56	19	40.05	0.00
5TH – 6TH	5	4	33.00	28	39.21	6	2	33.00	0.00	28	44.04	4.83
6TH – 7TH	6	5	41.00	23	44.78	7	12	37.50	(3.50)	23	50.61	5.83
7TH – 8TH	7	4	21.25	24	39.33	8	9	43.33	22.08	24	47.50	8.17
	8	6	33.00									

(N) = Number of Students who have attended all 2 years

When comparing the results of the whole population scores versus those of the two-year Oceanside cohort, the cohort scores are higher in every grade level for the years 2003-2004 except in the cohort that was in second grade in 2003 and in third in 2004 (.52 and .7 points lower respectively than the total population), the cohort in fourth grade in 2003 and in fifth in 2004 (.06 and 5.2 points lower respectively than the total population), and the 2004 scores from sixth grade, which were .63 points lower. Even on the rare occasion when the cohort scores were lower than those of the total population, they were le ss than one full point lower except for once, in the 2004 fifth grade scores. This pattern of higher cohort scores supports the above suggestion that while Oceanside Charter School's cohort scores are growing in reading, this growth is being constantly he ld back by the transient population, a natural result of the school's overall increase in size with each year that is has been in existence. This conclusion is also supported by data in language.

Language

OCEANSIDE CHARTER SCHOOL **MEAN NORMAL CURVE EQUIVALENT SCORES** **All Students for All 2 Years By Grade** LANGUAGE					
	2003		**2004**		**GAIN (+ / -)**
GRADES	(N)	SCORE	(N)	SCORE	
KG	27	49.30	37	55.27	5.97
1	27	54.00	31	58.19	4.19
2	28	51.64	36	56.31	4.67
3	36	35.69	36	45.50	9.81
4	36	40.44	35	35.69	(4.75)
5	33	38.91	36	44.11	5.20
6	36	43.86	33	44.03	0.17
7	35	40.69	36	53.42	12.73
8	36	31.67	35	46.06	14.39
(N) = Number of Students for All 2 Years					

In language, as in reading, the greatest whole population gain in terms of grade level was in eighth grade with 14.39 points of gain, followed by seventh and third grade. Seventh and third grade reversed positions as second and third, with gains of 12.73 and 9.81 points respectively. Since both reading and language are taught by the same teachers, this shows consistent progress, possibly with the third grade and seventh grade teachers placing different emphasis on reading and language within their curriculum.   They may want to work on this balance. Just as in reading, fourth grade is the only level with negative progress of 4.75 points. Sixth grade also shows almost no gain, .17 points, just as this grade showed the second lowest amount of progress in reading.

OCEANSIDE CHARTER SCHOOL COHORT ANALYSIS (MNCE) SCORES LANGUAGE						
GRADES	2003			2004		GAIN (+ / -)
	GRADE	(N)	SCORE	GRADE	(N)	SCORE	
K – 1ST	K	18	50.39	1	18	59.83	9.44
1ST – 2ND	1	23	55.96	2	23	57.22	1.26
2ND – 3RD	2	20	52.65	3	20	46.90	(5.75)
3RD – 4TH	3	23	37.91	4	23	40.13	2.22
4TH – 5TH	4	19	39.16	5	19	41.58	2.42
5TH – 6TH	5	28	41.18	6	28	43.89	2.71
6TH – 7TH	6	23	45.09	7	23	55.17	10.08
7TH – 8TH	7	24	41.04	8	24	46.50	5.46
(N) = Number of Students who have attended all 2 years							

When looking at the cohort gains in language, the results are less consistent with cohort gains in reading than the total population gains were. The lowest cohort gains in language were in the second to third grade cohort, which fell 5.75 points but gained 5.5 points in reading. The next lowest gain in language was consistent with the lowest gain in reading, however, as the first to second cohort gained only 1.26 points and lost .13 points in reading. The greatest gains were made in the sixth-seventh grade cohort (10.08 points), followed by the K-first cohort (9.44) points and, at a distance, seventh-eighth (5.46 points). In the eighth grade results, while the amount of gain in reading and language differ, the scores themselves are more balanced, suggesting that the teacher may have had more balanced instruction this year. The overall cohort gains in language, however, were lower than the gains made in reading by an average of .88 points. The average cohort reading gain was 4.36 points, while in language it was 3.48, both solid positive gains, however.

OCEANSIDE CHARTER SCHOOL
COHORT ANALYSIS (MNCE) SCORES
LANGUAGE

GRADES		2003					2004					
	GR	< 1 YEAR	SCORE	(N)	SCORE	GR	< 2 YEARS	SCORE	GAIN (+/-)	(N)	SCORE	GAIN (+/-)
						K	3	72.00				
K – 1ST	K	26	48.42	18	50.39	1	2	59.50	11.08	18	59.83	9.44
1ST – 2ND	1	1	40.00	23	55.96	2	3	53.00	13.00	23	57.22	1.26
2ND – 3RD	2	0	0.00	20	52.65	3	1	42.00	42.00	20	46.90	(5.75)
3RD – 4TH	3	3	20.33	23	37.91	4	6	25.50	5.17	23	40.13	2.22
4TH – 5TH	4	0	0.00	19	39.16	5	9	41.11	41.11	19	41.58	2.42
5TH – 6TH	5	4	33.25	28	41.18	6	2	36.50	3.25	28	43.89	2.71
6TH – 7TH	6	5	41.00	23	45.09	7	12	43.42	2.42	23	55.17	10.08
7TH – 8TH	7	4	27.00	24	41.04	8	9	42.56	15.56	24	46.50	5.46
	8	6	25.50									

(N) = Number of Students who have attended all 2 years

When comparing the cohort scores with the total population scores in language, the cohort mean score was higher than the total population, with only the exception of the scores of the cohort that was in fourth grade in 2003 and fifth grade in 2003 and the cohort scores of the sixth grade class in 2004. It's possible that either the fourth-fifth cohort or the circumstances surrounding this class were weaker, or that the students transferring into these classes were exceptionally strong. Overall, however, the higher scores in the cohorts reinforce the above-stated hypothesis that the incoming population may hinder the continuous progress that the Oceanside Charter School cohorts are consistently making.

Mathematics

OCEANSIDE CHARTER SCHOOL **MEAN NORMAL CURVE EQUIVALENT SCORES** All Students for All 2 Years By Grade MATHEMATICS					
	2003		**2004**		**GAIN (+ / -)**
GRADES	**(N)**	**SCORE**	**(N)**	**SCORE**	
KG	27	40.04	37	48.57	8.53
1	27	48.22	31	50.58	2.36
2	28	42.50	36	57.08	14.58
3	36	34.36	36	41.83	7.47
4	36	35.92	35	39.83	3.91
5	33	30.79	36	43.44	12.65
6	36	29.56	33	44.64	15.08
7	35	29.37	36	40.14	10.77
8	36	31.67	35	40.91	9.24
(N) = Number of Students for All 2 Years					

The mathematics results show almost no loss and high gain. In terms of total population growth by grade level, every grade level went up in MNCE score by anywhere from 2 to 15 points. The greatest amount of growth was shown in sixth grade with 15.08 points, closely followed by second grade with 14.58 points and fifth grade with 12.65 points. The least amount of growth was still significantly positive, 2.36 points in first grade and almost four points in fourth grade. The overall average amount of growth by grade level was an impressive 9.4 points per grade level on average.

OCEANSIDE CHARTER SCHOOL COHORT ANALYSIS (MNCE) SCORES MATHEMATICS						
GRADES	**2003**			**2004**		**GAIN (+ / -)**
	GRADE	(N)	SCORE	GRADE	(N)	SCORE	
K – 1ST	K	18	41.71	1	18	51.78	10.07
1ST – 2ND	1	23	51.00	2	23	58.91	7.91
2ND – 3RD	2	20	44.35	3	20	41.10	(3.25)
3RD – 4TH	3	23	36.13	4	23	42.57	6.44
4TH – 5TH	4	19	33.47	5	19	40.58	7.11
5TH – 6TH	5	28	34.43	6	28	44.29	9.86
6TH – 7TH	6	23	32.00	7	23	39.57	7.57
7TH – 8TH	7	24	30.42	8	24	38.13	7.71
(N) = Number of Students who have attended all 2 years							

In terms of cohort growth, the mathematics results are nearly as overwhelmingly positive. There is only one instance of negative growth, 3.25 points in the cohort in third grade in 2004. Every other amount of growth was largely positive by over six points. The highest levels were in the K-first cohort and the fifth-sixth cohort, showing 10.07 and 9.86 points of growth respectively.

OCEANSIDE CHARTER SCHOOL
COHORT ANALYSIS (MNCE) SCORES
MATHEMATICS

GRADES		2003					2004					
	GR	< 1 YEAR	SCORE	(N)	SCORE	GR	< 2 YEARS	SCORE	GAIN (+/-)	(N)	SCORE	GAIN (+/-)
						K	3	57.67				
K – 1ST	K	26	38.62	18	41.71	1	2	41.00	2.38	18	51.78	10.07
1ST – 2ND	1	1	32.00	23	51.00	2	3	58.67	26.67	23	58.91	7.91
2ND – 3RD	2	0	0.00	20	44.35	3	1	43.00	43.00	20	41.10	(3.25)
3RD – 4TH	3	3	28.67	23	36.13	4	6	30.17	1.50	23	42.57	6.44
4TH – 5TH	4	0	0.00	19	33.47	5	9	45.00	45.00	19	40.58	7.11
5TH – 6TH	5	4	26.50	28	34.43	6	2	35.50	9.00	28	44.29	9.86
6TH – 7TH	6	5	36.40	23	32.00	7	12	27.75	(8.65)	23	39.57	7.57
7TH – 8TH	7	4	22.75	24	30.42	8	9	43.89	21.14	24	38.13	7.71
	8	6	37.83									

(N) = Number of Students who have attended all 2 years

The most interesting aspect of the mathematics scores involves comparing the cohort scores and the total population scores. While in 2003 all the cohort scores were higher than the total population scores with the exception of fourth grade, in 2004 the fifth grade and eight grade cohort scores were lower by almost three points, and the third, sixth and seventh grade cohort scores were lower by less than one full point. This difference could have several explanations, but in math it seems that it is not clear that Oceanside's program is stronger than that of the sending district. As discussed in the NJ ASK4 and GEPA analysis, mathematics is definitely an area that we feel needs more professional development and more individualized plans for action. Despite these lower cohort scores in 2004, however, the ever-present increase in scores and the average growth of 9.4 points is very encouraging.

Science

OCEANSIDE CHARTER SCHOOL MEAN NATIONAL CURVE EQUIVALENT SCORES All Students for All 2 Years By Grade SCIENCE					
	2003		**2004**		**GAIN (+ / -)**
GRADES	**(N)**	**SCORE**	**(N)**	**SCORE**	
KG	27	0.00	37	0.00	0.00
1	27	38.59	31	36.84	(1.75)
2	28	34.57	36	48.50	13.93
3	36	36.92	36	36.22	(0.70)
4	36	35.97	35	37.00	1.03
5	33	37.33	36	39.86	2.53
6	36	36.11	33	38.67	2.56
7	35	32.11	36	42.08	9.97
8	36	41.00	35	41.77	0.77
(N) = Number of Students for All 2 Years					

In science results for both the total population and the cohorts, the kindergarten gains are excluded. In terms of the whole population scores in science, the results are varied. There were two very positive gains, 13.93 points in second grade and 9.97 points in seventh grade, both grade levels starting with the lowest scores in 2003 and attaining the highest scores in 2004. In terms of negative growth, the first grade scores fell 1.75 points, and the third grade scores fell .7 points. The average amount of growth per grade level was 3.54 points.

OCEANSIDE CHARTER SCHOOL COHORT ANALYSIS (MNCE) SCORES SCIENCE						
GRADES	**2003**			**2004**		**GAIN (+/-)**
	GRADE	(N)	SCORE	GRADE	(N)	SCORE	
K – 1ST	K	18	0.00	1	18	37.94	37.94
1ST – 2ND	1	23	38.13	2	23	49.09	10.96
2ND – 3RD	2	20	36.20	3	20	34.50	(1.70)
3RD – 4TH	3	23	37.00	4	23	38.26	1.26
4TH – 5TH	4	19	35.53	5	19	38.53	3.00
5TH – 6TH	5	28	36.18	6	28	37.75	1.57
6TH – 7TH	6	23	36.48	7	23	41.96	5.48
7TH – 8TH	7	24	31.17	8	24	43.42	12.25
(N) = Number of Students who have attended all 2 years							

In the cohort scores, there was a similar pattern of growth. The seventh to eighth grade cohort had started with the lowest score in 2003 and gained the greatest number of points, 12.25 to achieve the second highest score in 2004. The first to second grade cohort increased 10.96 points to give it the highest overall score in 2004. There was only one instance of negative growth, in the second to third grade cohort, which fell 1.7 points to give it the lowest overall score in 2004. The causes of this decrease may need to be researched further if similar results continue. The overall cohort growth in science was very positive, an average of 4.69 points for each cohort.

OCEANSIDE CHARTER SCHOOL
COHORT ANALYSIS (MNCE) SCORES
SCIENCE

GRADES	GR	< 1 YEAR	SCORE	(N)	SCORE	GR	< 2 YEARS	SCORE	GAIN (+/-)	(N)	SCORE	GAIN (+/-)
			2003						2004			
						K	3	0.00				
K – 1ST	K	26	0.00	18	0.00	1	2	24.50	24.50	18	37.94	37.94
1ST – 2ND	1	1	56.00	23	38.13	2	3	54.00	(2.00)	23	49.09	10.96
2ND – 3RD	2	0	0.00	20	36.20	3	1	38.00	38.00	20	34.50	(1.70)
3RD – 4TH	3	3	26.00	23	37.00	4	6	36.17	10.17	23	38.26	1.26
4TH – 5TH	4	0	0.00	19	35.53	5	9	41.67	41.67	19	38.53	3.00
5TH – 6TH	5	4	33.00	28	36.18	6	2	29.50	(3.50)	28	37.75	1.57
6TH – 7TH	6	5	35.40	23	36.48	7	12	37.00	1.60	23	41.96	5.48
7TH – 8TH	7	4	18.75	24	31.17	8	9	36.00	17.25	24	43.42	12.25
	8	6	33.67									

(N) = Number of Students who have attended all 2 years

The above conclusions about cohort growth surpassing total population growth are much less pronounced in science. In 2004 the cohorts scored higher than the total population in five out of eight grade levels: first, second, fourth, fifth and eighth. These cohorts were not consistent, however, and their 2003 scores were often lower than those of the general education population. More data may be needed to determine the effect of the transient population on the scores in science.

Social Studies

OCEANSIDE CHARTER SCHOOL MEAN NORMAL CURVE EQUIVALENT SCORES All Students for All 2 Years By Grade SOCIAL STUDIES					
GRADES	**2003**		**2004**		**GAIN (+ / -)**
	(N)	SCORE	(N)	SCORE	
KG	27	0.00	37	0.00	0.00
1	27	42.81	31	45.45	2.64
2	28	42.93	36	46.58	3.65
3	36	34.97	36	43.64	8.67
4	36	34.78	35	32.00	(2.78)
5	33	33.79	36	38.17	4.38
6	36	38.64	33	35.48	(3.16)
7	35	35.03	36	44.83	9.80
8	36	33.50	35	34.66	1.16
(N) = Number of Students for All 2 Years					

As in science, any gains associated with the kindergarten class have been excluded, since the test was not administered at the kindergarten level. In the total population social studies scores, the average growth by grade was 3.05 points. The greatest amount of growth was in third grade and seventh grade, 8.67 and 9.8 points respectively. The least amount of growth was shown in sixth grade, which fell 3.16 points to a score of 35.48. The next least amount of growth was in fourth grade which also produced the lowest overall score in 2004, falling 2.78 points to a score of 32. Despite these two decreases, the overall growth was quite positive, as was consistently shown in each of the above subject areas.

OCEANSIDE CHARTER SCHOOL						
COHORT ANALYSIS (MNCE) SCORES						
SOCIAL STUDIES						
GRADES	**2003**			**2004**		**GAIN (+ / -)**
	GRADE	(N)	SCORE	GRADE	(N)	SCORE	
K – 1ST	K	18	0.00	1	18	43.39	43.39
1ST – 2ND	1	23	43.00	2	23	45.74	2.74
2ND – 3RD	2	20	44.30	3	20	43.10	(1.20)
3RD – 4TH	3	23	38.65	4	23	33.78	(4.87)
4TH – 5TH	4	19	34.95	5	19	36.84	1.89
5TH – 6TH	5	28	32.00	6	28	35.57	3.57
6TH – 7TH	6	23	37.57	7	23	46.65	9.08
7TH – 8TH	7	24	35.54	8	24	34.38	(1.16)
(N) = Number of Students who have attended all 2 years						

The average cohort growth in social studies was less than in the other subject areas but was still positive, 1.44 points per cohort between the years 2003 and 2004. One reason this average is lower than the other subjects, however, may be the decrease of 4.87 points in the third to fourth grade cohort. Also, both the second to third grade cohort and the seventh to eighth grade cohort fell almost 1 and a quarter points for 2003 – 2004. The only positive growth over 4 points was in the sixth to seventh grade cohort, which increased 9.08 points to achieve the highest overall score in 2004.

OCEANSIDE CHARTER SCHOOL
COHORT ANALYSIS (MNCE) SCORES
SOCIAL STUDIES

GRADES	2003					2004						
	GR	< 1 YEAR	SCORE	(N)	SCORE	GR	< 2 YEARS	SCORE	GAIN (+/-)	(N)	SCORE	GAIN (+/-)
						K	3	0.00				
K – 1ST	K	26	0.00	18	0.00	1	2	41.50	41.50	18	43.39	43.39
1ST – 2ND	1	1	48.00	23	43.00	2	3	51.33	3.33	23	45.74	2.74
2ND – 3RD	2	0	0.00	20	44.30	3	1	30.00	30.00	20	43.10	(1.20)
3RD – 4TH	3	3	24.33	23	38.65	4	6	27.33	3.00	23	33.78	(4.87)
4TH – 5TH	4	0	0.00	19	34.95	5	9	37.78	37.78	19	36.84	1.89
5TH – 6TH	5	4	23.25	28	32.00	6	2	26.50	3.25	28	35.57	3.57
6TH – 7TH	6	5	35.60	23	37.57	7	12	38.50	2.90	23	46.65	9.08
7TH – 8TH	7	4	23.25	24	35.54	8	9	37.00	13.75	24	34.38	(1.16)
	8	6	34.83									

(N) = Number of Students who have attended all 2 years

In social studies the transient population does not seem be negatively affecting cohort growth. While the 2003 cohort scores in social studies are almost all higher than the total population scores, in 2004, five of the eight grades had higher total population scores in social studies than cohort scores. This difference suggests that the transient population is not having the negative effect on Oceanside Charter School's growth that it is having in some of the other subject areas.

Conclusions

Overall, the TerraNova data shows overwhelmingly positive growth in all the subject areas: reading, language, mathematics, science and social studies. All of the grade levels have shown growth in several subject areas, with fourth grade being the only grade level showing consistent decrease in more than one subject area. The average growth in grade level scores has been over 3 points in each subject area. In terms of cohort growth, the second to third grade cohort is the only cohort that has had a decrease in more than one subject area, showing positive growth only in reading. Every other cohort has shown significant growth, with at least 1.44 points of growth. The cohort population is improving steadily, although at least in the areas of reading and language their progress seems to have been significantly impeded by the incoming students from the local sending district. This possible effect of the transient population is an area that we want to continue to analyze in order to help alleviate any strain these students are putting on the cohort scores and any possible ways to help their transition into the Oceanside Charter School program.

5. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

Parental Involvement Activities and Outcomes

Outreach Procedures. *Describe the procedures used to elicit parent involvement and their relative success. Describe the procedures used for regularly communicating with parents.*

On September 5, 2003 an open house was held at the school campus. The objectives of this event were:

- To inform parents of pertinent information
- To complete any necessary paperwork missing from students' files
- To help parents become familiar with the physical layout of the campus
- To introduce staff members and board members to parents
- To distribute the 2003-2004 Oceanside Charter School Student and Parent Handbook
- To give information regarding after-care and extra-curricular activities.

Approximately 200 people attended this open house. A problem that arose as a result of the open house was that those parents who could not attend were not properly informed. Next year, the Oceanside Charter School will hold a parent orientation in mid-August.

An open door policy remains in place for administrators and conferences are held regularly between an administrator and any concerned parent. In addition, a school newsletter and a school newspaper were sent out on a periodic basis to keep parents informed of upcoming events and news at Oceanside Charter School. Parents also received a yearly calendar as well as a monthly calendar at the beginning of each month. Parent teacher conferences were held at the end of each marking period. This was a time for parents and their children's teachers to meet one on one to discuss the progress of each child.

Organizations and Committees. <u>Describe</u> any organizations or committees that have been established to organize/facilitate parental involvement. <u>Provide</u> data indicating the level of parent involvement (percentages) and the roles parents play (e.g., class volunteers, lunch aides, fund raising, class trip chaperones, phone chains, office help, newsletter help).

Activity	Number of Parents Involved	Percentage	Outcome	Plans
Open House	200	67%	Information provided to those who attended	All information provided at open house will be mailed to all parents
Parents Unite	10	3%	Parents met to support one another on various issues	A yearly calendar of events will be created for greater participation
Second Cup of Coffee	10	3%	Parents voiced concerns in an informal atmosphere with principal	Invitations sent to all parents to elicit more participation
Fund Raising	5	2%	Parents assisted in raising funds for class trips	Each classroom teacher will ask for a parent volunteer strictly for fundraising
Classroom Volunteers	20	6%	Parents assisted teachers and office staff with assigned tasks	Continued efforts to recruit parent volunteers
Computer Classes	13	4%	Basic computer classes were offered to all parents	New classes for 2004-2005
ESPA training	20	6%	Workshops to inform parents of test specifics	ASK, ESPA, and GEPA training

Parent Satisfaction. <u>Describe</u> the kinds of feedback (formal or informal) that have been sought from parents (e.g., surveys, focus groups). <u>Summarize</u> with supporting data the results of parent feedback to date (major likes and/or concerns).

Administrators, teachers and staff engaged in conversation with parents on a regular basis to get informal feedback on Oceanside and to find out any concerns parents might have. The "Second Cup of Coffee" also provided for some informal feedback in a relaxed setting.

Oceanside also had an employee who became an informal "Parent Liaison". This employee has three children attending Oceanside and she was a "friendly ear" to those parents who were not comfortable talking to administrators or teachers. This employee also started a group called "Parents Unite" which was a support group for parents. This parent group met on Saturdays at the school and is in the process of creating an event calendar for the 2004-2005 school year to include parent seminars and family field trips.

No formal surveys were taken this year but plans have been made for a formal survey to be taken in November of 2004 and then again in May of 2005.

Training/Support. Describe any training and/or support that has been made available to parents. Provide supporting data indicating the results/participation to date.

This year Oceanside was able to meet the diverse needs of its students and their parents by hiring a program counselor. The program counselor met with parents of students who were having a difficult time in school academically, socially, or emotionally. The program counselor, along with the parents, set specific goals for the child and provided feedback and follow-up to help the child achieve success. These plans helped parents and staff become part of the solution expecting all involved to work in concert toward helping the child overcome the barriers to learning.

There were several curriculum-related areas of parental and family involvement in which the lead person and the curriculum coordinator worked together to foster communication.

Parents of fourth grade students were given training on the ESPA so that they could help their children at home to prepare for the test.

Community Involvement Activities and Outcomes

Outreach Procedures. *Describe how community participation is solicited and who is responsible for orchestrating community involvement.*

Oceanside Charter School has worked relentlessly at communicating with families and community. We have used the following to reach homes and community:

- Regular mailings to all households that included important updates, calendars, lunch menus etc.
- Flyers to homes, local businesses, Housing Authority Residences, High School and Government Offices
- Regularly scheduled radio commercials
- School Bulletin
- School Marquee
- School newspaper, "The Beacon"

School/Community Activities. Describe the community organizations/agencies the school is involved with, in what capacity, with what results (e.g., role models, shadowing, guest speakers, tutors, fund raising support, community service projects, formal service-learning program, joint school-community activities). Provide appropriate supporting data.

Oceanside Charter School considers itself an important part of the community. During the 2003-2004 school year, the program counselor was the formal point person for community outreach. Teachers were encouraged to reach out to local community agencies and organizations. The following chart details the extent of community involvement:

Community Organization	Activity	# of Students Involved	Percentage	Outcome
Atlantic City Fire Department	Firehouse visits and Fire Prevention Week activities	120	39%	Students learn fire safety and become more familiar with local firemen
Atlantic City Police Department	Visit to Public Safety Building/ Daily interaction with policemen	311	100%	Students become familiar with local policemen
Atlantic City Council	Visits from council members / visit to council chambers	108	35%	Students become more familiar with city government and their representatives
Atlantic County Judicial system	Visit to county court house	72	23%	Students become familiar with justice system and careers in Justice
Atlantic County Food Bank	Volunteer work done at local food bank	36	12%	Students value volunteer work and gain an appreciation for basic needs
Atlantic County Utilities Authority	Visit to Environmental park and recycling project done at school	36	12%	Students learn to work in teams to complete recycling tasks
Forrest Associates	Design of urban garden with assistance from local landscape architect	36	12%	Students learn various aspects of landscape architecture while designing a garden for Project Hunger
Anti- drug March to City Hall	Students with the program counselor marched to city hall in support of being drug free	80	26%	Students increase their awareness of being drug free

Plans. Describe any future plans the school may have regarding community involvement, including projected timelines if appropriate or available.

> Oceanside Charter School will continue and enhance its community involvement in the 2004-2005 school year. Visits to various community agencies including police department, fire department, city council, city hall and other government agencies will continue.

Each teacher will be responsible for planning individual class trips and community service learning projects.

Plans for involving parents and community next year also include the following:

- August 16-19, 2004 Orientation for Staff and Families. Families will be required to send a representative to meet staff and receive a syllabus for each class and talk to the teachers of the their children. A buffet dinner will be provided.

- Workshops for parents will be provided to help parents understand the importance of their involvement and provide materials and techniques for home support.
- Members of the Family Support Team will make home visits to the families of all incoming first graders and informational packets will be given to those families.
- Second Cup of Coffee program will be in place to develop positive connections with community and parents.
- Parents and members of the community will be invited to celebrate the reading and writing successes of Oceanside students.
- Parents are encouraged to visit classrooms during the day to see how well the programs are working and how much their children are enjoying their reading and other subjects.
- The HAY program, which teaches life skills and which allows students to visit the farm where they learn to ride and groom, horses.

Public Relations and Outreach Activities and Outcomes

Describe the school's public relations and outreach activities this past year.

Public Relations Activities. Summarize and discuss the school's public relations activities. Public relations activities may have encompassed such things as press releases, media coverage, presentations to groups, open houses, regular distribution of the school's newsletter and school brochure, and distribution of information in multiple languages. Other activities might include development of a school video or web page, radio coverage, booths at the mall, presentations on local television, student representation at community events, food drives, career fairs, and/or workshops for parents.

Oceanside's website WWW.OCEANSIDECHARTER.COM has been recognized as one of the best school websites in the area. It is currently being updated to provide more information for parents, students, staff and the public.

Oceanside Charter has a regular spot on Radio WTTH.   We use this method to send messages to the community and parents and to recruit students and staff.

We send out periodic flyers to homes, community organizations, local businesses and government offices to provide information and announce up-coming events.

We have a school newspaper, "The Beacon" which is dispersed throughout the community. This paper provides up-dates on school activities and gives the community an opportunity to see student work.

Oceanside also rents a booth at the Kid's Fair that is held annually at the Atlantic City Convention Center. The Fair is attended by over 10,00 children and adults and the purpose of Oceanside's presence is to inform the public of the educational opportunities provided.

Oceanside holds an annual canned food drive for a local program to help feed the homeless called Sister Jean's Kitchen. Prizes were awarded to the class with the most cans.

We also held a fundraising dress down day in order to raise money for the Insulin Support Fund.

Accountability and Plan. Specify who has the primary responsibility for public relations and outreach. Describe the school's proposed public relations and outreach goals and activities for the coming year.

Oceanside's program counselor will be responsible for reaching out to parents and the public in an effort to raise the level of parent and community support.

This individual has ties to many community organizations and it is expected that he will do the following:

- Reach out to parents of at-risk students to create a plan for student success.
- Create and implement a plan using any resources in the community for co-curricular and extra-curricular activities.
- Monitor and report on the community activities being conducted by individual teachers and their classes.
- Create and implement a public relations plan.

All activities concerning public outreach are currently in the planning phase.

6. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT EFFORTS

Admissions Policies

Admissions Timeline and Recruitment Activities. Describe the school's admissions timeline. Describe the recruitment activities conducted by the school this school year (e.g., media ads, outreach in multiple languages, outreach to local schools, lottery process, etc.). *Attach copies of the school's Admissions Policy and School Application Form(s) as Appendix H.*

The initial recruitment period for the 2003-2004 school year began in January. An advertisement was placed in the local newspaper informing Atlantic City residents that Oceanside Charter School was currently accepting applications for the next school year. Several radio ads were played on the local radio station informing residents of our recruitment efforts. Applications and information brochures were also available at the school office where the majority of applications were completed. On several occasions, a spanish speaking staff member was available to answer questions regarding our enrollment. The first lottery was held on February 27 at a publicly advertised board meeting. Additional lottery periods ran from the third Wednesday of the month to the third Tuesday of the next month. A Lottery drawing was held on the third Tuesday of each month.

Admissions Results Summarize, using appropriate supportive data, the results of the admissions process (i.e. enrollment by grade this year, retention rate, waiting lists by grade,

and the proposed grades and enrollment for 2003-2004 school year, etc.) Describe and discuss the extent to which the school's student population is representative of the community.

The following chart indicates the average enrollment for the 2003-2004 school year:

Grade Level	Maximum per grade level	Average enrollment for the 2003-2004 school year
PreK	14	14
K	36	36
1	36	35
2	36	36
3	36	36
4	36	36
5	36	35
6	36	34
7	36	35
8	36	35

There were no students retained for the 2003-2004 school year. The following chart indicates the current enrollment for the 2004-2005 school year and the number of students on the waiting list:

Grade Level	Maximum per grade level	# enrolled July 2004	# on waiting list July 2004
PreK	14	14	12
K	36	36	15
1	36	36	13
2	36	36	4
3	36	36	10
4	36	36	2
5	36	36	8
6	36	36	10
7	36	36	3
8	36	36	3

Student Withdrawals and Exit Interviews Describe and discuss any student withdrawals, the school's exit interview process and the data maintained on students who have withdrawn (e.g. numbers of students who withdrew, reasons for withdrawal, demographics, if applicable, etc).

During the 2003 – 2004 school year, 43 students withdrew from Oceanside Charter School for a number of reasons. The lead person conducted interviews with parents of those students withdrawing and the results of the reasons for withdrawal were presented to the board at the next regularly scheduled meeting. The reasons ranged from the family relocating outside of Atlantic City to parents choosing to send their child back to the district public school instead of meeting the requirements of Oceanside Charter School's prescriptive discipline policy.

Student	Grade	Date	Reason for Transfer
Student A	4th	2/05/04	Moved out of area
Student B	6th	2/05/04	Moved out of area
Student C	5th	9/17/04	Other
Student D	6th	5/01/04	Out of school placement
Student E	PreK	3/17/04	Behavior issues
Student F	4th	9/16/04	Moved out of Area
Student G	6th	10/03/03	Other
Student H	8th	6/22/04	Other
Student I	4th	9/15/03	Other
Student J	7th	12/08/03	Behavior issues
Student K	5th	10/06/03	Behavior issues
Student L	5th	4/21/04	Behavior issues
Student M	7th	9/18/04	Behavior issues
Student N	4th	2/05/04	Other
Student O	4th	3/15/04	Parent custodial issues
Student P	7th	6/22/04	Behavior issues
Student Q	4th	1/06/04	Moved out of Area
Student R	7th	1/06/04	Moved out of area
Student S	6th	1/06/04	Moved out of area
Student T	5th	10/06/04	Other
Student U	5th	11/05/04	Other
Student V	7th	6/25/03	Moved out of Area
Student W	6th	1/30/04	Parent schedule
Student X	PreK	6/03/04	Moving out of area
Student Y	3rd	6/03/04	Moving out of area
Student Z	1st	9/26/03	Moving out of area
Student AA	7th	11/12/03	Behavior issues
Student BB	7th	5/21/04	Behavior issues
Student CC	6th	4/06/04	Moved out of Area
Student DD	8th	4/06/04	Moved out of Area
Student EE	K	3/11/04	Moved out of Area
Student FF	3rd	3/11/04	Moved out of Area

Student	Grade	Date	Reason for Transfer
Student GG	K	12/03/03	Discipline Problems
Student HH	7th	12/04/04	Discipline Problems
Student II	1st	7/14/04	Other
Student JJ	4th	4/07/04	Moved out of Area
Student KK	8th	1/07/04	Other
Student LL	8th	10/27/03	Behavior issues
Student MM	K	9/30/03	Other
Student NN	5th	1/10/04	Behavior issues
Student OO	2nd	1/27/04	Behavior issues
Student PP	5th	2/03/04	Behavior issues
Student QQ	8th	12/10/03	Behavior issues

Staff Recruitment

Recruitment Timeline and Activities Describe the staff recruitment timeline and activities (job ads placed, job fairs attended, use of internet or a job recruitment/ teacher placement agency, etc.)

Starting in Mid-April we placed our ads in the local press on local radio in an effort to attract teachers who lived in local areas, were Elementary Certified and who had experience in urban schools. We received over one hundred resumes and applications for the teaching positions.

Application Review and Job Interview Procedures Describe the school's application review and job interview process. Specify who reviewed applications and conducted the interviews? Describe the extent to which there was board, faculty, parent and/or student involvement? Indicate if the applicants have to teach a demonstration lesson?

An assistant administrator reviewed all of the applications. All who fit the above criteria were interviewed. Those who appeared to fit the culture of the school and the need of the students were invited to do a demonstration lesson in the areas of need. Those who appeared talented and committed were interviewed by the lead administrator and based on the recommendation of the assistant administrator and the interview of the Lead Administrator, were hired. Each applicant went through a minimum of two interviews and a demonstration lesson. This process helps to ensure that all applicants have appropriate classroom techniques, work well with and understand the student population and are able to exhibit good rapport with their students.

Recruitment Results Using supportive data, summarize the results of the staff recruitment process such as number of applicants, interviews, and hires; retention rate; and problems encountered, if any.

There were over one hundred teacher applications for the four elementary teaching positions Approximately fifteen percent of these applicants were interviewed. The greatest difficulty was finding certified teachers who were experienced with inner-city children.

Exit Interview Procedures and Data. Describe and discuss the school's exit interview process and the data maintained on teacher no longer employed by the school. Summarize appropriate data collection on staff members who have left (e.g. reason for leaving employment, numbers of staff members who have left this year, etc.). Describe, if applicable, any changes in the school's leadership this year (e.g. lead person, principal, business administrator); if none, state "none".

Teachers whose performance was unsatisfactory went through a process of progressive performance modification.   This process consisted of the following steps:

- Initial observation by the Lead Person/Assistant Administrator(s)
- Memo and/or meeting with the Lead Person and Assistant Administrators indicating areas of strengths and weaknesses and recommendations for improvement.
- Opportunities for staff development through SFA or in-school resources
- Second observation by Lead Person/Assistant Administrator(s) with follow-up memo and/or meeting
- Once again strengths and weaknesses are discussed and new recommendations (Plan) made as necessary.
- Final observation, memo/meeting at which time the employee is informed that due to failure to improve the Lead Person will recommend for termination to the Board. In each case the employee opted to resign.
- One teacher is going through Tenure charges. Two teachers will remain in the school as Instructional Support Teachers. They will work with other teachers and teach small groups of students who are falling behind. One teacher was a substitute in our Pre-K program and was not asked to return. Approximately 80% of the teachers were retained in the school.

7. OVERVIEW OF CO-CURRICULAR ACTIVITIES FOR STUDENTS

Co-Curricular Programs

Programs and Student Participation. Describe the school's co-curricular programs for students. Provide appropriate data concerning student participation rates (e.g., number and/or percent of students participating in sports activities, various clubs, school yearbook or paper, student council, safety patrol, field trips, dances, before- and after-school programs, Big Brother and Sister Programs, other activities). Discuss issues, if any, regarding the school's provision of co-curricular activities (e.g., lack of a playground facilities, transportation issues, age-related factors).

Oceanside Charter School is open from 7:30AM – 6:00AM daily. Oceanside provides breakfast each morning from 7:30AM – 8:00AM and provides for after school activities from 3:30PM – 6:00PM. The after school programs for 2003-2004 were segmented by grades, and 7th and 8th grade are grouped together.

The following table indicates the average daily attendance for after school clubs:

Total AfterCare Participation 2003-2004	
Grade/Club	Average Number of Students Attending
Pre-K/Kindergarten	32
First Grade	18
Second Grade	12
Third Grade	12
Fourth Grade	17
Fifth Grade	7
Sixth Grade	7
Seventh Grade	3
Eighth Grade	12

In addition to these clubs, several programs were implemented by the program counselor. These programs are detailed in appendix N.

As in the past, the facility continues to be a constraint to the full spectrum of extra-curricular activities that Oceanside would like to offer. The lack of a gym makes it impossible to sponsor any traveling team and it makes it impossible to have any intramural competition as well. This problem is obviously being addressed with the building of a new facility.

8. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN (SEAP)

Self-Evaluation and Accountability Plan

Description and Summary of Changes:

Over the last five years we have addressed the needs of the students by building curriculum in accordance with the NJCCCS, by assessing students using a variety of assessment instruments and looking at both aggregated and disaggregated scores to plan programs, and by developing staff to hone instructional skills. We have planned and adjusted our After-school program and we have reached out to parents and community to increase articulation and involvement. We have had some success. On reflection we realized that is was time to do an intense assessment of all that we have or have not achieved and, based on the results of that self-assessment to create a long-range strategic plan. To this end we are working with Foundations, Inc. School Services Center to help us use a systematic process to assess school effectiveness, develop improvement plans with timelines and implementation strategies, and use their follow-up services in plan implementation.

Foundations provides an on-line tool, *School Performance Builder,* which identifies strengths and weaknesses. School Performance Builder has five major sections. The first four sections, Get Ready, Rate Yourself, View Results, and Plan Improvement, engage the school's teams in assessing their own performance and planning targeted improvement based on the assessment. The fifth section, Learn More, consists of reference resources to support the teams as they work.

The School Performance Builder contains three categories of Building Blocks for school success. In the first category are the Building Blocks and the associated standards that most directly impact school and student success:

- Assessment and Accountability
- Curriculum Development
- Instruction
- Leadership
- Professional Development
- School Climate and Student Behavior

The second category includes those Building Blocks that are important in supporting school and student success:

- Administrative Services
- Business and Finance
- Extended Day Program
- Governance and Educational Law
- Parent and Community Involvement
- Planning, Problem Solving, and Crisis Intervention
- Safety and Security

- Special Education
- Student Health Services
- Technology

In the third category are the Building Blocks that are vital in establishing a foundation upon which the school organization and student performance can rest and which have the greatest impact on school success in the initial stages of school operations. Once established, these processes are ongoing and must be maintained at an effective level of operation in order to meet the changing needs of a school. Included in this category are:

- Facilities
- Human Resources
- Office Management
- Public Relations
- Revenue Enhancement.

The Building Blocks in all three categories were translated into twenty-one sets of Performance Standards for reviewing school success. Multiple rubrics were developed to measure the degree to which we successfully achieved the indicators in each set of Performance Standards. The rubrics are applied on a common scale of five to one, enabling comparisons of relative strength and weakness for all indicators.

This process pinpoints needs and identifies priorities for corrective action that will, hopefully, pay off in improved staff and student performance. When the school teams finish the self-assessment, staff from Foundations will help us analyze the results and we will then write a Comprehensive, Strategic School Improvement Plan.

The results of the Foundation's self-assessment are summarized in Appendix M.